

SEDOL

Hybrid and Distance Learning Plan

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(Updated)



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SEDOL's Hybrid and Distance Learning Plan

SEDOL's Core Mission, Vision and Beliefs



Introduction:

PA 101-0642 requires SEDOL and all other Illinois public schools to “adopt a Remote and Blended Remote Learning Day Plan approved by the district superintendent.” Planning teams from across SEDOL considered student attendance, engagement, and academic success, as well as feedback from various stakeholders including SEDOL board members, parents, administration, member district administration, teachers, school support personnel (e.g., nurses, psychologists, social workers) related program providers, paraprofessionals, clerical, custodial and maintenance staff to develop the SEDOL Remote and Blended Learning Day Plan. In addition, the Lake County Health Department was consulted with as this plan was developed. Special consideration was given during the development of this plan to support the academic and social emotional needs of students, parents, and staff as SEDOL programs return to in-person learning as well as plan to shift to remote learning if required in the future due to health updates.

The district superintendent to ensure the plan is meeting the needs of the students will review the SEDOL Remote and Blended Learning Day Plan periodically. The State Superintendent has determined that days of instruction during a health emergency must include at least 5 clock hours. SEDOL's Remote and Blended Learning Day Plan will ensure that at least 5 clock hours are provided with a combination of instruction and school work for each student participating. Learning activities may include, but not

limited to, in-person instruction, the teacher delivering instruction via recorded video or synchronous platform, remote small group work via breakout room or conference call, independent/flexible student work time, and virtual/telephone teacher-student check ins. If per the students IEP team, non-interactive platforms are used, students and parents must have a means to confer with a teacher and receive feedback before assignments are graded or assessments are administered including IEP goal data collection.

The SEDOL Remote and Blended Learning Plan complies with state and federal laws.

SEDOL Program Activities

Since the pandemic began, SEDOL has been working on an educational and operational plan for the 2020–21 school year. Guidance from the Illinois State Board of Education (ISBE), the Illinois Department of Health (IDPH), Occupational Safety and Health Administration (OSHA), Centers for Disease Control and Prevention (CDC) and the State’s five-phase reopening plan, [Restore Illinois](#) provided guidance for the plan.

Phase 1 Rapid Spread	Phase 2 Flattening	Phase 3 Recovery	Phase 4 Revitalization	Phase 5 Illinois Restored
<p>Strict stay at home and social distancing guidelines are put in place, and only essential businesses remain open.</p> <p>Every region has experienced this phase once already and could return to it if mitigation efforts are unsuccessful.</p>	<p>Non-essential retail stores reopen for curbside pickup and delivery.</p> <p>Illinoisans are directed to wear a face covering when outside the home and can begin enjoying additional outdoor activities like golf, boating & fishing while practicing social distancing.</p>	<p>Manufacturing, offices, retail, barbershops and salons can reopen to the public with capacity and other limits and safety precautions.</p> <p>Gatherings of 10 people or fewer are allowed.</p> <p>Face coverings and social distancing are the norm.</p>	<p>Gatherings of 50 people or fewer are allowed, restaurants and bars reopen, travel resumes, child care and schools reopen under guidance from the Illinois Department of Public Health.</p> <p>Face coverings and social distancing are the norm.</p>	<p>The economy fully reopens with safety precautions continuing.</p> <p>Conventions, festivals and large events are permitted, and all businesses, schools and places of recreation can open with new safety guidance and procedures.</p>

Over the summer, SEDOL surveyed parents and staff to gain feedback about the reopening of SEDOL schools and programs. District leaders also met with focus groups in order to gain additional feedback.

This guide outlines the educational plans and protocols in place for the 2020–21 school year based on the phases of the Restore Illinois plan. Due to the uncertainty of the pandemic, it is possible that several of these phases will be in effect over the course of the school year. **It is important to note that during any phase, students will not be penalized for missing school, and we encourage those who are not feeling well to stay home.** While school will look different, SEDOL’s commitment to providing exceptional services for our student’s steadfast.

Protocols outlined in this guide are subject to change as guidelines evolve.

Phase 1: Rapid Spread

During this phase, strict stay-at-home and social distancing guidelines are in place. Only essential workers remain on school sites as necessary. All students and staff engage in Distance Learning, including more individualized instruction based on feedback from the Spring 2020 experience.

Phase 2: Flattening

During this phase, strict stay-at-home and social distancing guidelines are in place. Only essential workers remain on school sites as necessary. All students and staff engage in Distance Learning, including more individualized instruction based on feedback from the Spring 2020 experience.

Phase 3: Recovery

In Phase 3, in-person instruction may happen if they comply with IDPH guidelines. SEDOL must follow IDPH guidelines, which provide the following:

- Prohibits more than 10 individuals from gathering in one space;
- Requires social distancing policies; and,
- Requires use of appropriate personal protective equipment (PPE).

Phase 3 updated allowable activities include:

- **Child Find.** Districts may conduct child find activities.
- **Early Childhood, Special Education, and English Learner Screenings.** Schools and districts may conduct in person early childhood, special education, and English learner screenings.
- **Extended School Year.** Districts may offer extended school year services, as appropriate, to students whose IEPs require the service.
- **Host Summer Camps and Other Programs.** Schools and districts may allow buildings to be used for summer camps and other programs sponsored by third parties. Playgrounds may not be used.
- **Individualized Education Program Meetings.** Districts may conduct IEP meetings for families who have been unable to engage in virtual IEP meetings. These meetings should still be held virtually to the greatest extent possible.
- **Mediation and Due Process Hearings.** Mediations and Due Process hearings are able to take place in person. If agreed to by all parties, it is recommended that mediation and due process hearings are still conducted virtually.
- **Special Education Evaluations.** Districts may conduct evaluations that were unable to be completed virtually. Evaluations should still be held virtually to the greatest extent possible.
- **Staff meetings and professional development.** Districts may convene staff members for any appropriate training, planning and professional development purposes.
- **Testing Centers.** Schools may serve as testing sites for students.

Phase 4: Revitalization

SEDOL and other Illinois school districts are encouraged by ISBE to provide completely

in-person instruction for all students in Phase 4, provided that the school is able to comply with capacity limits and implement social distancing measures.

In Phase 4, in-person instruction may continue. SEDOL must follow IDPH guidelines, which provide the following:

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

It is important to note that the requirements listed above are subject to change pursuant to updated public health guidance and changing public health conditions.

Phase 4 updated allowable activities includes all of phase 3 plus:

- Classroom instruction within specific SEDOL programs with the use of required PPE, including face coverings and contact tracing;
- Vocational programming within SEDOL buildings and the community with the use of required PPE, including face coverings and contact tracing; and
- Community based instruction within the Transition Services programs with the use of required PPE, including face coverings and contact tracing.

Phase 5: Restored

During this phase, school resumes as “normal” with new public health guidelines in place.

SEDOL’s main priority is for the safety and well being of students and staff. Therefore, during Phase 3 and 4 there will be strict procedures SEDOL will follow. In addition, SEDOL will be prepared to shift through the various phases in the event of a resurgence of the virus or a second wave of it in the future. The remainder of this document is designed to outline the procedures for Phase 3 and 4.

Instructional Planning

The SEDOL Remote and Blended Learning Day Plan in accordance with PA101-0642 requires the following to be addressed:

1. Accessibility of remote instruction to all students within SEDOL;
2. All Remote Learning Day and Blended Remote Learning Day activities reflective of Illinois Learning Standards;
3. Means for students to confer with an educator, as necessary;
4. The unique needs of students in special populations including those eligible for special education under Article 14, students who are English Learners, as defined in Section 14C-2; and students experiencing homelessness under the Education for Homeless Children Act [105 ILCS 45];
5. How the district will take attendance and monitor and verify each student’s remote participation
6. Transition from remote learning to on-site learning upon the State

Superintendent's declaration that Remote Learning Days and Blended Remote Learning Days are no longer deemed necessary.

All SEDOL students will have access to distance learning when in person instruction is unavailable. This includes having technology, training, support and internet connectivity to engage in the instruction. SEDOL programs will provide a Chromebook for students in the ED Alt (EC to 12th grade program), Transition Services, DHH (3rd to 8th grade). An iPad for students in DHH (EC to 2nd grade), LASSO 2, LASSO 3, ELS, ELP, and SAB. TAB, LASSO 1, and DHH High School will be issued technology by their host schools. The SEDOL Foundation will assist families in need by providing internet access.

SEDOL Programs following the SEDOL Remote Learning Days and Blended Remote Learning Days Plan will have a weekly instructional plan and use Google Classroom to share activities with students and families (Appendix A). The instructional plans were designed with feedback from the SEDOL Return to School Committees and parent and staff surveys and incorporate the SEDOL Multi-tiered Systems of Support (MTSS) for each program (Appendix B).

Calendar

SEDOL's Executive Board has adopted the 2020-21 calendar. The programs that follow the SEDOL's 2020-21 School Calendar include Community and Supported Transition Programs at John Powers Center, ED Alternative EC to 5th grade at Gages Lake School, ED Alternative 9 to 12th grade program at Cyd Lash Academy, Project SEARCH at SEDOL Administrative Building, REACH Programs at Cyd Lash Academy and Seymour, Shaping Appropriate Behaviors (SAB) at Gages Lake School, Fairhaven School and Vocational Programming at Cyd Lash School.

SEDOL will use the following schedule for the opening of school for professional development for staff:

- August 13, 14, 15 Institute Days (previously scheduled)
- August 18 Remote Learning Planning Day (this day would be counted for student attendance, but will allow teachers an additional day of professional development)

Information regarding other SEDOL programs is highlighted below:

- South School in Mundelein follows District 75 calendar.
- Deaf and Hard of Hearing Program at John Powers Center follows District 73 calendar.
- Deaf and Hard of Hearing Program at Grayslake North follows District 127 calendar.
- Sector Programs (ELS, LASSO 1, LASSO 2, TAB) follow their host school's calendar.

Attendance Procedures

Students - Students and their families are required to follow district attendance procedures for their program and notify daily of a student's absence.

There will be multiple times students/families will interact with staff throughout the school day during distance learning.

Reporting Illness

When reporting illness absences, be sure to report if your child:

- Is a close contact of someone with a positive COVID-19 test.
- Has signs of COVID-19.
- Has been diagnosed with COVID-19.
- Has been diagnosed with influenza (respiratory flu).

Required Physicals

SEDOL will follow the dates set by the State of Illinois, SEDOL encourages families to complete these physical and immunization requirements as soon as possible. Clerical staff and nurses will keep track of families who are not in compliance by October 15, 2020.

Staff - Staff are required to follow district attendance procedures for their program by notifying Frontline Absence Management and their immediate supervisor. When reporting a sick day, staff will be asked if they have signs or diagnosis of COVID19

In Person Hybrid Learning

Programs that follow the SEDOL's 2020-21 School Calendar including Community and Supported Transition Programs at John Powers Center, ED Alternative EC to 5th grade at Gages Lake School, ED Alternative 9 to 12th grade program at Cyd Lash Academy, ELP at Laremont School, Project SEARCH at SEDOL Administrative Building, REACH Programs at Cyd Lash Academy and Seymour, Shaping Appropriate Behaviors (SAB) at Gages Lake School, and Vocational Programming at Cyd Lash School will participate in a hybrid schedule. Students will attend each week as determined by the schedule of three phases (4a, 4b, and 4c). A phased in hybrid option meeting all requirements outlined in PA 101-0642 and ISBE's requirements including instruction in multiple formats totaling 5 hours per instructional day will be offered in the following ways while Illinois is in Phase 4:

Phase 4a: All students will participate in Distance Learning as outlined above.

Phase 4b: 50% of students participating in hybrid learning in each building will be in attendance for two days a week and students would receive distance learning for three days a week. Students will attend each week as the calendar outlines either on Monday and Tuesday or on Thursday and Friday. Wednesday will be a distance learning day for students and staff. Student attendance will be selected based on classroom. The students will attend as a class together. The buildings of these programs will be closed to all students and staff (including clerical and administration) for cleaning purposes. On the days of attendance students will follow traditional school start and end times as outlined by the SEDOL 2020-21 School Calendar.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Group A: In person Group B: Distance Learning	Group A: In person Group B: Distance Learning	Full Day Distance Learning	Group A: Distance Learning Group B: In Person	Group A: Distance Learning Group B: In Person

Phase 4c: Students will attend each week as the calendar outlines on Monday, Tuesday, Thursday and Friday in person. Wednesday will be a distance learning day for students and staff. The buildings of these programs will be closed to all students and staff (including clerical and administration) for cleaning purposes. On the days of attendance students will follow the traditional school start and end times as outlined by the SEDOL 2020-21 School Calendar.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Full Day In Person	Full Day In Person	Full Day Distance Learning	Full Day In Person	Full Day In Person

Distance Learning

SEDOL understands that some of our students may not be able to return to school at this moment for a variety of reasons including medical reasons and that our families may not feel comfortable sending their children to school. Each family of all SEDOL programs will have the opportunity to indicate if they would like to opt out of in-person learning and choose to remain home for all distance learning. **Any family that selects to enroll in the all-distance-learning option will do so from the beginning of the 2020–21 school year until Winter Break. At this time, Distance Learning is only an option for the first semester.** *Families will have until Friday, July 31, 2020, to opt out of in-person learning via their programs Student Attendance Commitment Survey.*

Distance Learning with specific specialized instruction in person for ELP, LASSO 3, LASSO 2 EC and EC

SEDOL also understands that some of our families in the ELP, LASSO 3, LASSO 2, and EC programs may not feel comfortable sending their child to school for a hybrid or full schedule, but through the IEP process specific therapies have been documented to only have success with face to face, hand over hand therapy within 6 feet such as physical therapy, articulation for speech and language therapy and/or occupational therapy. If no progress was noted with remote instruction from the spring and/or present levels of skills were not maintained during remote Extended School Year (ESY) in any of the above mentioned specialized areas (physical therapy, articulation for speech and occupational therapy), and a family opts for distance learning and students have medical clearance, then individual times will be set up for direct therapy based on availability of staffing and a recommendation from an IEP team.

Instructional Items for Distance Learning

Each program has developed a list of items that SEDOL will provide for Distance and Remote Learning. These items will include traditional school supplies and adaptive supplies as identified by program staff. In addition, hard copies of activities will be available for parent pick up on designated days and times at each building for parents. If unable to attend one of the pick up days and times, accommodations should be requested to building administration.

Schedule for Hybrid Learning:

This schedule includes Community and Supported Transition Programs at John Powers Center, ED Alternative EC to 5th grade at Gages Lake School, ED Alternative 9 to 12th grade program at Cyd Lash Academy, REACH Programs at Cyd Lash Academy and Seymour, Shaping Appropriate Behaviors (SAB) at Gages Lake School, and Vocational Programming at Cyd Lash School.

Phase 4a	August 19, 2020 until October 16, 2020	Students will attend remotely.
Phase 4b	October 19, 2020 until November 6, 2020	Students would attend two days in person and three days remote.
Phase 4c	November 9, 2020 until December 21, 2020	Students would attend four days in person and one day remote (Wednesday).

Project Search

Phase 4a	August 19, 2020 until September 18, 2020	Students will attend remotely and staff will work onsite.
Phase 4c	September 21, 2020 until December 21, 2020	Students would attend four days in person and one day remote (Wednesday).

Fairhaven School

Phase 4a	August 19, 2020 until October 16, 2020	Students will attend remotely.
Phase 4b	October 19, 2020 until November 6, 2020	Students in specific classrooms would attend two days in person and three days remote.
Phase 4c	November 9, 2020 until December 21, 2020	Students would attend four days in person and one day remote (Wednesday).

Students participating in DHH EC through high school, Sector Programs, and South School will follow their host districts schedules and instructional remote and hybrid plans. SEDOL staff including teachers, related service staff and program supports in DHH EC through high school, Sector Programs, and South School will follow their host district's

schedules. South School and John Powers Center would have additional cleaning and disinfecting happening after school hours at the same level of all other SEDOL buildings if the schools are in session for five full days.

Instructional Learning Planning for in-person and all-distance learning.

Each SEDOL program will have an individual learner profile as well as an instructional planning template to assist with continuous learning during in person and distance learning (Appendix A). The plans include state standards as well as individual IEP goals and are tailored to individual SEDOL programs and student needs. Students and families will receive assignments, activities and assessments via Google Classroom.

Social & Emotional Learning (SEL)

SEL curricula and additional supplementary services will continue to be provided for students and staff. Teachers will continue to implement the SEL curriculum with supplementary resources with an intentional focus on student's emotional health who may have been or continue to be impacted by COVID-19. Students will also have continued support from social workers and psychologists. All students will participate in a social emotional screener to assist with meeting a student where they are as they return and assist the school based team to support current family needs.

Health and Wellness Protocols

SEDOL will proactively prepare staff and students to prevent the spread of COVID-19 or any other infectious disease. All employees should be trained on health and safety protocols related to COVID-19 prior to resuming in-person instruction. SEDOL buildings will have ventilation systems as open as possible for air flow.

Confirmed COVID-19 Case Procedures

SEDOL will follow public health guidelines regarding school closure. SEDOL will immediately notify local county health officials, who will assist in determining a course of action. Persons identified as being in close contact with the individual who has tested positive for COVID-19 will be asked to isolate at home and be alert for symptoms. Students will stay home for at least 10 days and must be fever-free for 72 hours after symptoms have resolved OR have two negative COVID-19 tests in a row, with testing at least 24 hours apart. SEDOL will be recording all staff and visitors for contact tracing. To assist with contact tracing, all staff going to multiple buildings will need to keep a digital account of their daily schedule and share with their Director. As new guidance emerges, guidelines may change.

Preparing for When a Student or Staff Member Becomes Sick

SEDOL is prepared and able to respond effectively when there is a case within the school community, whether it be a student or staff member participating in Phase 3 allowable activities. SEDOL will communicate with families and staff that any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home.

Symptoms of COVID-19 vary widely. Recognizable symptoms of COVID-19 include a new onset or worsening cough or shortness of breath or at least two of the following symptoms: fever of 100.4 F, chills, muscle aches, headaches, sore throat, loss of taste or smell, or diarrhea. Children have also presented inflammatory symptoms, such as bright red rashes, swollen lips, hands, and feet, as well as reddened or discolored palms and soles of the feet. **Students will not be penalized for missing school and are**

encouraged to stay home when not feeling well. Students and staff with any of the above symptoms of COVID-19 must remain home.

Attendance personnel/procedure will request specific symptom reporting when absences are reported along with COVID-19 diagnoses and COVID-19 exposure. Information should be documented and shared with the health staff or other appropriate personnel. SEDOL will consistently use up to date screening questions (Appendix C).

Staff and students who travel to a state defined as a “surge” state from the CDC, will need to quarantine for 2 weeks prior to returning to in person learning.

In accordance with State and federal guidance, school community members who are sick should not return to school until they have met criteria to return. Schools may wish to consider a symptom checklist for families and staff to use to determine if they are well enough to attend that day. For students who were suspected of COVID-19 but not tested, the CDC and IDPH guidelines state that 72 hours must elapse from resolution of fever without fever-reducing medication and 10 days must have passed since symptoms first appeared. It is recommended that medically fragile and immunocompromised students consult their medical provider prior to attending school.

Students or staff returning from COVID-19 related illness should check in with the building administrator following quarantine. A daily log of who was in and out of each building will be kept for contact tracing purposes.

Within the school environment, any individual who shows symptoms will be immediately separated from the rest of the school population into a quarantine area within the school. This quarantine area is designed to be used only for this purpose. Individuals who are sick should be sent home. If emergency services are necessary, 911 will be called. When interacting with students or staff who may be sick, school nurses and personnel should follow CDC guidance on standard and transmission- based precautions.

SEDOL schools in Phase 3 and Phase 4 allowable activities have a designated safe area to quarantine any individuals who are experiencing COVID-19-like symptoms and may be awaiting pickup/evaluation. Students will never be left alone and must always be supervised while maintaining necessary precautions. A nurse will monitor students in the designated safe area to quarantine.

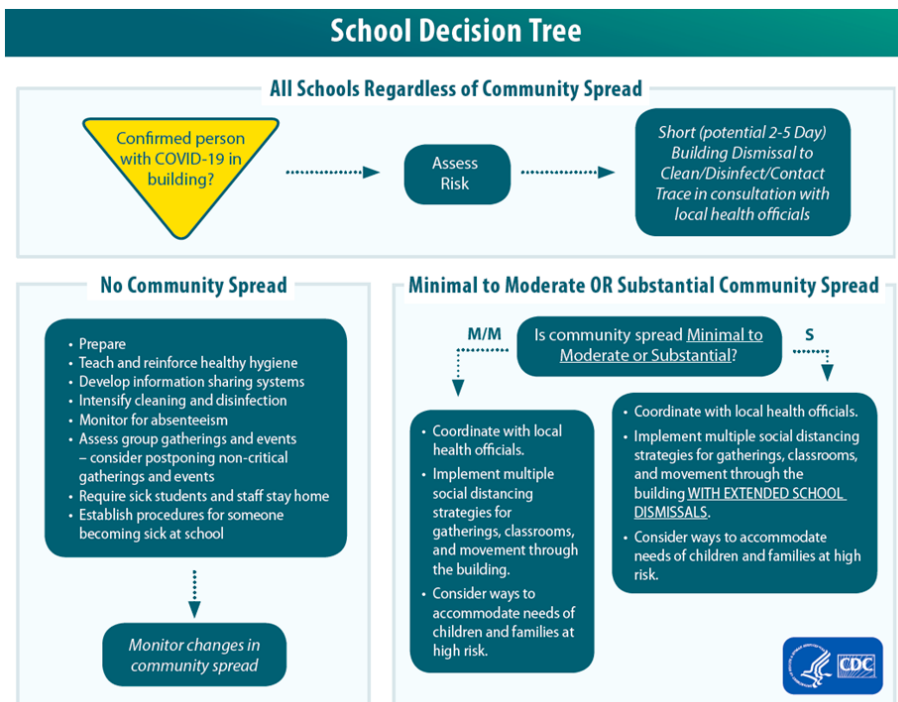
Areas including the quarantine and a bathroom will be closed off when used by a sick person and these areas will not be used until after proper cleaning and disinfection procedures have been completed. Windows will be open to increase air circulation in that area. It is advised by the CDC to wait at least 24 hours before cleaning and disinfecting; if 24 hours are not possible, wait as long as possible. Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment, etc. If vacuuming the space a high-efficiency particulate air (HEPA) filter, if available will be used. A room or space will not be vacuumed with people in it. The room or space will be empty to vacuum, such as at night and temporarily turn off room fans and the central HVAC system that services the room or space, so that particles that escape from vacuuming will not circulate throughout the facility. Once the area has been appropriately disinfected it can be opened for use. SEDOL will ensure cleaning products are stored and used a safe distance away from children and staff.

Illness Procedures

Any individual who tests positive for COVID-19 or who shows any signs or symptoms of illness should stay home. Families and staff should report possible cases to the school nurse where the individual attends or works to initiate contact tracing. CDC and IDPH guidelines for students who were suspected of having COVID-19, whether they were tested or not, state that 72 hours must elapse from the resolution of fever without fever-reducing medication, and 10 days must pass after symptoms first appeared. It is recommended that medically fragile and immunocompromised students consult their medical provider prior to attending school. Staff returning from illness related to COVID-19 should call to check with the Human Resources Department following quarantine. Any individual within the school environment who shows symptoms will be immediately separated from the school population. Individuals who are sick will be sent home.

Individuals without close contact with the person who is sick can return to work immediately after disinfection. Those with close contact with someone with symptoms or within 48 hours of symptoms should isolate at home and monitor for symptoms. If more than 7 days have elapsed since the person who is sick visited or used the school, additional cleaning and disinfection is not necessary. Continued routine cleaning and disinfection will be implemented. This includes everyday practices that schools normally use to maintain a healthy environment.

If quarantined, students and staff should follow [IDPH's guidance](#) for quarantining.



Hand Hygiene

SEDOL encourages frequent and proper hand washing. SEDOL will ensure availability of supplies, such as soap and paper towels, hand sanitizer, tissues, etc., for all grade levels and in all common areas of the building. Cloth towels should not be used. Hand washing with soap and water is always the first recommended line of defense, but where this is not feasible or readily accessible, the use of hand sanitizer with at least 60 percent alcohol may be used. SEDOL is cognizant of any students or staff members with sensitivities or allergies to hand sanitizer or soap and ensure access to alternative hand washing stations. Staff needs to request accommodations for sensitivities and allergies with Human Resources. Students need to request accommodations for sensitivities and allergies with Building./Program Supervisor.

Hands should be washed often with soap and water for 20 seconds. It is recommended that hand hygiene is performed upon arrival to and departure from school; after blowing one's nose, coughing, or sneezing; following restroom use; before food preparation or before eating; before/after routine care for another person, such as a child; after contact with a person who is sick; and following glove removal.

Additionally, SEDOL will adhere to recommendations for safe hand sanitizer use, including:

- Alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences. It will be necessary to ensure that students do not ingest hand sanitizer or use it to injure another person.
- Alcohol-based hand sanitizers must be properly stored – which includes away from high temperatures or flames – in accordance with National Fire Protection Agency recommendations.
- Hand sanitizers are not effective when hands are visibly dirty, soap and water should be used in place.
- Staff preparing food in the cafeteria/kitchen should **always** wash their hands with soap and water. The IDPH Food Service Sanitation Code does not allow persons who work in school cafeteria programs to use hand sanitizers as a substitute for hand washing.

SEDOL will educate staff and students on healthy hygiene and hand washing to prevent the spread of infection. Schools may wish to post hand washing posters in the bathrooms, hallways, classrooms, and other areas, as appropriate. See [Centers for Disease Control and Prevention: Handwashing: Clean Hands Save Lives](#) for free resources. Ensure availability of resources for teachers, nurses, and other staff members, so they can appropriately train students or review hand washing procedures. Various classroom lessons, activities, and resources are available at our website.

Additional signage is displayed on the correct methods for sneezing and coughing within the buildings.

Staff and students are directed and encouraged to avoid touching the face (eye, nose, mouth) to decrease the transmission of COVID-19 or other infectious diseases.

Face Coverings

SEDOL must follow the guidance of the CDC, IDPH, and/or ISBE on the usage of face

coverings for staff, students, and visitors. There is significant evidence that face coverings provide protection and decrease the spread of COVID-19. Face coverings need to fully cover an individual's mouth and nose, and the covering needs to fit snugly against the sides of the face with no gaps. Reusable face coverings should be machine washed or washed by hand and allowed to dry completely after each use. SEDOL will provide five cloth masks for all SEDOL staff or daily disposable clear masks if working with a student with a hearing impairment and maintain a supply of disposable face coverings in the event that a staff member, student, or visitor does not have one for use. Staff are able to wear their own mask if they are only with colors (no words or images) and are either made of cloth or are a surgical disposable mask. N95s or KN95s will be provided to nursing staff. If staff members have their own N95s that have been professionally fitted, they may wear them.

Additionally, students and staff should pay special attention to putting on and removing face coverings for purposes such as eating. After use, the front of the face covering is considered contaminated and should not be touched during removal or replacement. Hand hygiene should be performed immediately after removing the face covering.



SEDOL will consider how to meet the needs of students for whom wearing a face covering may cause harm or impediment (e.g., students with hearing impairments, asthma, anxiety).

SEDOL will consult families and medical professionals, as appropriate. Consideration of these situations must be addressed so that students and staff members understand and normalize that some persons may not be wearing a face covering and these situations do not need any intervention from others (e.g., reminders).

If a student requires to not have a face covering or an alternate face covering than SEDOL provided, a doctor's note is required. If a staff requires accommodations for face coverings then medical documentation needs to be reviewed by the SEDOL Human Resources Office. If a student is unable to wear a mask, staff will increase their PPE by wearing a mask and face shield.

Social Distancing

SEDOL has developed procedures to ensure 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings to the greatest extent possible. SEDOL will post visual reminders throughout school buildings and lay down tape or other indicators of safe distances in areas where students congregate or line up (e.g., arrival and departure, lunchroom lines, hallways, recess lines, libraries, cafeterias).

The expectation will be explicitly taught to students and reinforced, as needed. Students and staff may break social distance if face coverings and other appropriate PPE (e.g. face shield, gowns, gloves) is utilized; however, prolonged contact should be minimized.

SEDOL has considered “staggering” schedules for arrivals/dismissals, hall passing periods, mealtimes, bathroom breaks, etc. to ensure student and staff safety. Staff and students should abstain from physical contact, including, but not limited to, handshakes, high fives, hugs, etc. Six-foot physical distancing should continue until indicated otherwise by public health entities. This includes instructional times, specialized classes, mealtimes, recess, and extracurricular activities, transportation, etc.

Staff break areas will be arranged to facilitate social distancing. Break times should be staggered to minimize eating with masks off near others.

SEDOL copy and mailrooms will be arranged to facilitate social distancing. Capacity within the copy and mail rooms will be limited to one person at a time and times will be arranged to accommodate copying needs.



Personal Protective Equipment and Training

SEDOL is ensuring that appropriate personal protective equipment (PPE) is made available to and used by staff, as needed, based on exposure risk. SEDOL has developed “Health and Safety Protocols” (Appendix D) for the following specialized areas: Audiology, Nursing, Occupational Therapy, Psychology, Physical Therapy, and Social Work. Training will be provided to staff prior to the start of student attendance on the proper use of PPE, including donning (putting on) and doffing (removing) PPE. In addition, training will also include directions on the proper disposal of PPE since inappropriate application or removal of PPE can increase the transmission. SEDOL is complying with Occupational Safety and Health Administration ([OSHA standards](#)) on blood borne pathogens, including the [proper disposal of PPE and regulated waste](#).

Symptom Screenings

SEDOL will require [self certification](#) of being symptom free by all students, staff, and visitors daily. In addition, SEDOL will conduct temperature and symptom screenings for all students, and visitors upon arrival each day. Visitors who have a temperature greater than 100.4 degrees Fahrenheit / 38 degrees Celsius or symptoms of COVID-19 may not enter buildings. Students who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or symptoms of COVID-19 will go to the quarantine area where they will be supervised by staff and monitored by a nurse until they can be picked up or alternate transportation arrangements are made.

Visitors

Visitors will be restricted to authorized personnel only. Visitors to any building must always wear an appropriate and approved face covering and report directly to the main office for a wellness screening, including a temperature check. Visitors will remain in the main office or other designated area for the duration of the visit. Students or staff will be asked to meet the visitor to conduct business as needed. Visitors will not have general access to the building in order to maintain physical distancing.

All visitors entering the building must participate in the screening process in addition to typical sign in procedures:

1. Has the visitor washed their hands or used alcohol-based hand sanitizer on entry?
 - a. **YES**—Proceed to step 2.
 - b. **NO**—Please ask them to do so and proceed to step 2.
2. Ask the visitor the following questions:
 - a. Do you have any signs or symptoms of a respiratory infection such as fever or chills, cough, shortness of breath or difficulty breathing? Do you have fatigue, muscle or body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea?
 - b. Are you taking any medication for any signs and symptoms of a respiratory infection, such as fever, cough, or sore throat (e.g., Advil, Aspirin, Tylenol)? (This does not apply to medications taken for other purposes.)
 - c. In the last 14 days have you been in contact with someone with a confirmed diagnosis of COVID-19?
 - d. In the last 14 days, have you tested positive for COVID-19?
 - e. Have you traveled from a destination that requires you to stay home for 14 days after travel?

YES to any of the above—Restrict the visitor from entering the building.

NO to all—Continue to step 3.

3. Check the visitor's temperature.

IF OVER 100.4° F—Restrict the visitor from entering the building.

IF UNDER 100.4° F—Continue to step 4.

4. Allow visitor entry to the building if necessary or have guest wait for staff or student to meet them at the office and remind the individual to:
 - a. Wash their hands or use hand sanitizer throughout their time in the building.
 - b. **DO NOT** shake hands, hug, or have other physical contact with individuals during the visit.

Substitutes

SEDOL is working to increase their substitute pool for both Distance Learning and in person learning. Substitutes will follow instructional planning, attendance hygiene and PPE requirements. Substitutes will be provided professional development to ensure procedures are followed.

Schoolwide Cleaning and Disinfection to Prevent the Spread of Infection

SEDOL has sanitation procedures per recommendations of the CDC, IDPH, and the Lake County Health Department. More frequent cleaning and disinfection is necessary to reduce exposure. Visibly dirty areas should be scrubbed to remove visible dirt/soilage and then an approved disinfectant should be used to *kill* germs.

Frequently touched surfaces (e.g., door handles/knobs, desktops/tabletops, countertops, light switches, pencil sharpeners, computer keyboards, hands-on learning items, phones, toys, cubbies/coat and backpack areas, sinks and faucets, buses/vans) will be cleaned on a daily basis. Cloth toys or other cloth material items that cannot be disinfected will not be used.

Soft surfaces, such as carpeted areas, rugs and curtains will be sanitized. Clean with an approved soap/disinfectant for the surface area. They will be laundered at high temperatures, if possible, and dry. If cleaning with soap and water is not feasible, they will be disinfected with a household disinfectant that has been registered with the Environmental Protection Agency (EPA) and follow contact times on the label. SEDOL will vacuum as usual.

[EPA-approved disinfectants](#) for use against COVID-19 are available to staff responsible for cleaning. Gloves and other appropriate Personal Protective Equipment must be used during cleaning and disinfection. Ensure that appropriate PPE is made available to and used by staff, as appropriate, based on job-specific duties and risk of exposure. Always follow label directions. Allow the required dwell or wet contact time. Keep all disinfectants out of the reach of children. Do not mix bleach or other cleaning products and disinfectants together. It is prohibited for students and staff to bring in any personal cleaning supplies (e.g. wipes); cleaning supplies used at school should only be those provided by the school/district. Each staff member will receive access to disinfectants and wash towels.

Operations

All custodial/maintenance staff will be trained on the return to school guidelines. These procedures will include extra sanitation efforts using certified EPA products in both low/high contact areas including bottle fillers, countertops, desktops, door handles, handrails, light switches, and restroom fixtures.

SEDOL's Maintenance and Operations Department may adjust personnel schedules to meet reopening school needs. Cleaning schedules will be created and implemented for all facilities and equipment. Extra sanitation efforts will occur during in-class learning which will address high-traffic/common areas, including entryways, foyers, hallways, main offices, restrooms, and stairwells.

Infection Control Procedures for Specific Areas and Activities



Classrooms

Teachers will provide assigned seating for students and requirements for students to remain in these seats to the greatest extent possible will be in place. A marked path of travel inside the classroom to maintain social distance from the entry point of the

classroom to the student's assigned seat will be implemented. Desks will be arranged so that there is a 6-foot distance in all directions between the desks and face desks in the same direction. Windows, if possible will be open, for increased ventilation.

Building/program supervisors and staff are the only staff allowed during instruction to be in the classrooms. Hand hygiene and/or schedule hand hygiene breaks will be included in each student's schedule, including before/after eating snacks/meals and upon exiting and returning to the classroom. Adequate hygiene supplies, including tissues, hand sanitizer, extra face coverings (if required), hand washing supplies if sinks are present, soap, paper towels, and gloves for staff, will be present in the classroom. Staff are not to eat in the classrooms with students or hallways due to hygiene concerns.

Each student will be assigned an iPad or Chromebook to minimize illness transmission. Computer keyboards and/or touch screens will be cleaned daily. Parents of all students are discouraged from having their children bring any toys from home to school. Students' personal items will be labeled and kept in separate areas to ensure they remain separate from the belongings of other students.

Shared Objects

SEDOL discourages the borrowing or sharing of any items. The [CDC](#) recommends that electronic devices, toys, books, and other games or learning aids not be shared.

Electronics, including, but not limited to, tablets, touchscreens, keyboards, remote controls, lunchroom keypads, door entry systems, etc., should be cleaned before and after use.

For items that must be shared or communally used, it is recommended that at a minimum the item be cleaned after use and that the individuals perform hand hygiene between use.

Note that the use of liquid disinfectants is harmful to library and archives materials and is not recommended. UV ray exposure as a means of sterilization is also not recommended. Utilizing hand sanitizer before and after use of books or library material is recommended.

Be mindful of items like play food, dishes, and utensils that are more likely to be placed in a younger child's mouth. Use materials that can be thrown out, cleaned after one use, or labeled for individual child use. Machine washable cloth toys should not be used at all.

Music-Related Courses

There is documented evidence of substantial spreading of COVID-19 during musical events caused by the possibility of droplet and fomite (objects or materials likely to carry infections) transmission. Indoor rehearsals are discouraged and music therapists/teachers need to consider moving music and band-related courses outside. If unable to host class outside, music classes need to be provided virtually.

Students should wear face coverings while singing and avoid touching, choreography, and singing/playing in circles. Students should provide their own equipment for class and sharing of equipment between students should be prohibited. Students should disinfect musical instruments between classes. Instruments should be cleaned using approved disinfectant and recommended cleaning guidelines (National Federation of

State High School

Associations, National Association of Music Merchants, National Association for Music Education instrument cleaning).

Consider blended/flipped classrooms, as well as individualized self-management programs, to reduce the risk of exposure and allow for personal choice/director choice with recording or practice performance.

Provide virtual learning opportunities or record class rehearsals and share recordings with students who are unable to attend school in-person.



Traffic Flow, Hallways, and Lockers

To adhere to social distancing requirements and IDPH limitations on gathering sizes, the following hallway procedures will be followed:

- The number of persons within hallways at any given time will be limited.
- Required movement of students between classes will be limited. (Staff will rotate through classes rather than requiring movement/mixing of student groups.)
- Hallway supervision will be provided for using hall and bathroom to monitor and ensure a limited number of persons enter the bathrooms at one time.
- Hallways could have marked one-way paths and certain staircases could be designated one-way only, as possible.
- Floor markings will be used to delineate 6-foot distance between students in locations where they line up.
- Visual reminders within hallways depicting 6-foot distancing, such as markings on wall to delineate 6-foot distance.
- Extra furniture or other items that may encourage congregating in certain areas has been removed.
- Riders in elevators are limited to one student with an additional adult (when a student needs continuous support or supervision). Both should wear face coverings.
- The use of lockers is suspended as much as possible, but if lockers must be used, staggering locker assignments will be used and locker access will allow for 6-foot distancing between students. For example, students could be assigned to every other or every third locker depending on their width.

Restrooms

SEDOL will maintain social distancing in restroom areas by only one person in the bathroom at a time. Schools will schedule restroom breaks and escort individual classrooms to the restroom area to monitor social distancing, as appropriate. Appropriate sanitation of restrooms should be completed as scheduled. Signs encouraging hand hygiene procedures in the bathrooms, hallways, classrooms, and other areas, as appropriate are displayed throughout every school building. See [Centers](#)

[for Disease Control and Prevention: Handwashing](#): Clean Hands Save Lives for free resources. Encourage students to properly wash hands following restroom use, as age appropriate. Ensure availability of supplies, such as soap and paper towels.

Water Fountains

Please use reusable water bottles. Water fountains are closed except for the filling stations.

Cafeterias/Food Service

Meals will be delivered to classrooms while ensuring social distancing is implemented. Classrooms should be disinfected after eating prior to resuming classroom activities. Meals will be individually plated and no food items should be shared. Buffets, salad bars, and the sharing of food and utensils are prohibited. Disposable food service items (e.g., utensils, dishes) will be used. Regular precautions will be taken regarding food allergies and dietary needs. Students are able to bring in their own lunches, but microwaves and fridges are not available unless medical documentation is on file. Additionally, any food preparation such as blending will require medical documentation to be on file.

Areas where students consume meals will be thoroughly cleaned and disinfected before and after meals. Food service personnel will wear appropriate PPE, including gloves and face coverings, while preparing and distributing food. Frequent hand hygiene should be required. Individuals should wash their hands after removing their gloves or after directly handling used food service items.

Staff will be assigned a specific location and time to eat their lunch in an environment with 6ft of distance and available access to a refrigerator or microwave. Staff will be trained on cleaning procedures if they use the refrigerator, microwave or coffee maker. Staff will either have their own office space or a designated area within the building to eat at. Areas where staff consume meals will be thoroughly cleaned and disinfected before and after meals.

Hand hygiene must be performed prior to eating a meal or consuming any food items. As face coverings must be removed during eating, ensure 6-foot distance between individuals.

Considerations also will be given to food consumed during times other than mealtimes, such as per an individual student's IEP. Food outside of mealtimes should only be consumed if outlined in a student's IEP.

Administrative Offices and Staff Workspaces/Lounges

Nonessential visitors, volunteers, and activities involving external groups or organizations, will be limited. No visitors are allowed to be in the main office area. Hand sanitizer is readily available for visitors to use upon entry.

Accurate records of visitors, including the individual's reason for visit, contact information, and all locations visited, in case contact tracing is needed will be kept at each school.

Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely. However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be

held.

Employee assigned workstations will be properly distanced so that employees may maintain a 6-foot distance from one another.

Readily accessible cleaning and disinfecting supplies, access to hand washing facilities or hand sanitizer, and gloves for employees, as appropriate are available at each school. A regular cleaning and disinfection schedule of frequently touched items will be maintained, which includes phones, desktops, fax machines or copiers, door handles, etc.

Where possible, each employee will be provided with a personal supply of office supplies, such as staplers, tape dispensers, pens, and pencils, to eliminate transmission through shared items. Any shared office supplies should be disinfected after each use. Staff workrooms also must adhere to 6-foot distancing. Capacity limitations depending on the size of the space and availability of seating will be in place and signs will be posted. Cleaning supplies are available and protocols are established for cleaning frequently touched items, such as copy machines, table surfaces, refrigerator door handles, microwaves, coffee makers, etc. Signs regarding proper hand hygiene, capacity limits, and other protocols are posted.

Physical Education and Gymnasiums

Physical activity can support students' overall health and wellbeing and help reduce stress and anxiety. Activities must allow for 6-foot distance between students. Games and sport activities that require close guarding and any potential physical contact with another player must be avoided in order to comply with IDPH requirements. Whenever feasible and weather permitting, educators should select outdoor physical education activities that allow natural social distancing.

If physical education must be taught inside, separate partitions in open spaces and markings on the gymnasium floor/wall/field to maintain distance between participants will be utilized. Hand shaking, high fives, or other physical contact is prohibited. It is recommended that educators have access to technology to broadcast instruction to maximize social distancing (e.g., megaphone). Teachers will assign specific areas for physical activity and need to keep track to the best of their ability where students are located both in a gym and outside.

The use of shared equipment is not recommended. Any shared equipment must be cleaned between each student's use and disinfected at the end of each class. Fitness centers with equipment such as treadmills, ellipticals, stationary bicycles, weights, etc., should be cleaned and sanitized before and after each class. Focus on frequently touched surfaces such as keypads, hand weights, handles, etc. Maintaining 6-foot distance between participants may include using only every other treadmill/bicycle or installing dividers between each machine or equipment piece.

Students and staff should wash their hands or use hand sanitizer at the start and end of each class period or when hands are visibly dirty. Students should perform hand hygiene after the use of each piece of equipment. Students must wear masks during physical activity.

Community Based and Vocational Instruction

ISBE has approved community based and vocational instruction in the community. SEDOL will focus on preventative strategies as reviewed with the Lake County Health Department regarding instruction both on vocational sites and the community. All PPE expectations including wearing a mask are expected on vocational sites and in the community. Students will practice positive hand hygiene when leaving one site and upon arrival at a new site. Hand sanitizer will be available for students and students are to maintain a social distance of 6ft in community based instruction and vocational instruction. Sites used for community based instruction and vocational instruction will agree to contact tracing and notifying SEDOL administration if they have a positive or presumed positive COVID employee, who has been within closed contact (within 6 ft for more than 15 minutes within one day).

SEDOL Weekend Backpack Program

SEDOL realizes the value of this support to our families and the whole child. SEDOL is working with the vocational team to set up the return of this non-perishable food program during Phase 4 upon the reopening of schools this fall.

Playgrounds

Playground equipment is not available for use during Phase 3 and Phase 4.

Multi-Purpose Rooms

Schools must limit the number of individuals in one space and use social distancing. Multi- purpose rooms must be cleaned and sanitized daily and in between groups as much as possible.

Extracurricular Activities

Extracurricular activities must follow the IDPH requirements set forth for the school setting, which include social distancing, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.

Student Services

SEDOL will adhere to timelines for annual IEP meetings and required evaluations. All Individuals with Disabilities Education Act (IDEA) and Section 504 timelines remain in effect. IEP teams should meet to determine whether any amendments to IEPs are necessary to address current levels of a student's performance. IEP teams should update instructional learning plans as needed for students based on the learning experiences during the 2019–20 school year.

The administration will work closely with parents, teachers, school nurses, as well as the student's medical provider, to determine safe alternatives to in-person instruction for students who are medically fragile as needed. SEDOL will consider continuing distance learning for medically fragile students, students at a higher risk of severe illness, and students who live with individuals at higher risk of severe illness for the duration of Phase 4. Appropriate consents must be obtained for communication with outside providers.

Teams should consider the following:

- Whether the student's medical condition is conducive to in-person attendance or if needs would best be met remotely.

- The student’s behavior and capacities, including the ability to control secretions, cover mouth/nose when sneezing and coughing, ability to maintain distance from other classmates, ability to tolerate wearing a face covering (may consider the option of face shield instead), ability to wash hands with/without assistance, and ability/safety to use hand sanitizer.
- The number of students per classroom and the ability to maintain six-foot distance, when possible.
- The best modality to meet the student’s individualized needs after consultation with individual student health care providers, if applicable, and IEP teams.

For staff working with students who are present for in-person learning, SEDOL will provide appropriate PPE for continuous wear and during procedures such as feeding (e.g., gowns, gloves, face shields). Maintaining strict social distancing will not likely be feasible due to the personal nature of common care and services, including feeding, toileting, suctioning, position changes, diaper changing, hand-over-hand assistance, physical therapy, and occupational therapy. Appropriate PPE should be used in conjunction with appropriate hand hygiene.

At Laremont, rooms specially designed for aerosol treatments will be present between or near classrooms to ensure safety for students and staff.

Transportation

SEDOL is working closely with member districts to ensure procedures are in compliance with all applicable expectations under state and federal guidelines. Students must undergo symptom and temperature checks through self-certification before boarding a bus. Students and families should be aware of procedures and expectations regarding transportation.

SEDOL provided transportation will include drivers wearing masks and aides wearing masks and face shields. Drivers and aides will be required to self certify including taking their temperature prior to their routes.

The CDC recommends that entities should “create distance between children on school buses...when possible.” No more than 10 individuals may be on a vehicle at any time during Phase 3. No more than 50 individuals may be on a vehicle at any time during Phase 4.

HUMAN RESOURCES

The contents of this SEDOL Hybrid and Distance Learning Plan are subject to change with changes to formal guidance or mandates issued by the proper authorities (ISBE, IDPH, IHSA, etc.). All employees will need to be flexible during this pandemic, which will require cooperative, collaborative, flexible, and creative problem solving. SEDOL will generate guidelines and protocols required for all employees. SEDOL will continue to monitor recommendations from the PRESS (Policy Reference Education Subscription Service) policy organization, as well as from professional organizations such as Illinois Association of School Administrators (IASA), Illinois Association of School Boards (IASB), and the Illinois Principals Association (IPA).

Illness Monitoring

A tracking process will be instituted to maintain ongoing monitoring of individuals excluded from school because they have COVID-19-like symptoms, have been diagnosed with COVID-19, or have been exposed to someone with COVID-19 and are in quarantine. Tracking ensures that CDC and local health authority criteria for discontinuing home isolation or quarantine is met before a student or staff member returns to school. Tracking methods include checking in with the school nurse upon return to school to verify resolution of symptoms and that any other criteria for discontinuation of quarantine has been met. Tracking will take place prior to a return to the classroom.

Continual communicable disease diagnosis monitoring and the monitoring of student and staff absenteeism will occur through collaboration of those taking absence reports and school nurses/school health staff. Employees and families will be expected to report specific symptoms, COVID-19 diagnoses, and COVID-19 exposures when reporting absences.

Confirmed cases of COVID-19 will be reported to the local health department by the superintendent or district designee as required by the Illinois Infectious Disease Reporting requirements issued by IDPH.

SEDOL will inform the community of outbreaks per local and State Health Department guidelines while maintaining student and staff confidentiality rights.

Staff Return Plan

The District has the authority to determine who returns to work, however, the district will work to follow executive and legislative guidance from the State and Federal government. An employee's request for a special accommodation(s) will need to be provided to the SEDOL Human Resources Department for review. Please note that medical documentation or other official documentation will be required in order to consider any requests.

Absences that are related to COVID-19 concerns must be accompanied by a physician's note or official notice from a health agency containing relevant information/direction regarding the claimed condition. Eligible employees will be entitled to leave under the Families First Coronavirus Response Act (FFCRA). Otherwise, employees will be expected to use their accrued time bank for their absence from work (sick time, vacation time, personal leave, etc.).

If the District determines it is both necessary and appropriate, the employee will be informed about the accommodation(s) verbally and in writing. The District will make every effort to follow all CDC, IDPH, and ISBE guidelines regarding District employees.

Staffing Level

The District will monitor staffing levels within each building to ensure optimal operations for teaching and learning. In the event that staff absences hinder the ability to maintain optimal operations, the District will consider all options to support student learning. Every effort will be made to ensure substitute teachers are available in all employee categories to fill vacancies and/or absences that could be a result of the COVID-19 health precautions.

COMMUNICATIONS

Communication Methods

Throughout the 2020–21 school year, SEDOL will use the following communication methods to keep stakeholders updated on changes regarding all protocols:

- [SEDOL Website](#)
- Phone and text alerts
- SEDOL News
- SEDOL social media (Facebook, Twitter, Instagram) - each building as well as the district have accounts

All parents/guardians who wish to receive communication should make sure email addresses and phone numbers are up to date in the Blackboard Student Information System. If you need to update your information, please contact your building or program administrative assistant (SEDOL Program Chart and Contact Information).

Quick Contacts

- **Distance Learning questions:** First point of contact is the teacher, second point of contact is assistant principal and then principal or supervisor.
- **My student, or someone my student has been in close contact with, tests positive for COVID-19:** School Nurse or SEDOL Nursing Coordinator Susan Kruckman skruckman@sedol.us, 847-986-2508.
- **I am a staff member who tests positive for COVID-19, or who has been in close contact with someone who tests positive for COVID-19:** Contact your building principal or supervisor, or Assistant Superintendent of Human Resources, Peggy Lynch, mlynch@sedol.us, 847-986-2360.
- **Tech Support:** Technology support is available for SEDOL students and staff on district devices and systems. Technology support is available for students and parents at tech_help@sedol.us or call 847-986-1100 - leave a message and someone will return the call within 2 hours during normal business hours. Technology support is available for staff at customercare@net56.com or call 224-836-0860 24/7.

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Last Update July 22, 2020

APPENDIX A

Instructional Planning and Learner Profiles



CLA 2020 Teacher Lesson Plan Form



Teacher Name:

Week of:

Apps Used	Username	Password
Google		

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 Class Teacher 9:15-9:55	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:
Period 2 Class Teacher 9:55-10:35	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:
Period 3 Class Teacher 10:35-11:15	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:

Period 4 Class Teacher 11:15-11:55	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Data Collection Method:
Period 5 11:55-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
Period 6 Class Teacher 12:30-1:10	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Data Collection Method:
Period 7 Class Teacher 1:10-1:50	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Data Collection Method:
Period 8 Class Teacher 1:50-2:30	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Data Collection Method:

Period 2 Class Teacher 9:55-10:35	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:
Period 3 Class Teacher 10:35-11:15	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:
Period 4 Class Teacher 11:15-11:55	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:
Period 5 11:55-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
Period 6 Class Teacher 12:30-1:10	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:

Period 7 Class Teacher 1:10-1:50	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:
Period 8 Class Teacher 1:50-2:30	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:	Objective: State Standard: Activities: Assessment/Feedback/ Data Collection Method:

Related Service:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Weekly Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		

Lesson Plan Date:
 Teacher/ Paraprofessionals:
 E-mail:
 Google Classroom Website:



EC (DHH, EC, ED Alt, ELP, LASSO 2, LASSO 3) Instructional Planning

This week's class themes:

Monday	Activities (Essential Question, Activities)	Objective	Data Collection Methods	Early Learning Standards	Approximate Duration
Morning Meeting					
Math					
Science and Social Studies					
Language Arts					
The Arts					
Physical Development and Health					
Social Emotional Development					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE:				

	O/M:				
--	------	--	--	--	--

Tuesday	Activities (Essential Question, Activities)	Objective	Data Collection Methods	Early Learning Standards	Approximate Duration
Morning Meeting					
Math					
Science and Social Studies					
Language Arts					
The Arts					
Physical Development and Health					
Social Emotional Development					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE:				
	O/M:				

Wednesday	Activities (Essential Question, Activities)	Objective	Data Collection Methods	Early Learning Standards	Approximate Duration
------------------	--	------------------	--------------------------------	---------------------------------	-----------------------------

Morning Meeting					
Math					
Science and Social Studies					
Language Arts					
The Arts					
Physical Development and Health					
Social Emotional Development					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE:				
	O/M:				

Thursday	Activities (Essential Question, Activities)	Objective	Data Collection Methods	Early Learning Standards	Approximate Duration
Morning Meeting					
Math					

Science and Social Studies					
Language Arts					
The Arts					
Physical Development and Health					
Social Emotional Development					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE:				
	O/M:				

Friday	Activities (Essential Question, Activities)	Objective	Data Collection Methods	Early Learning Standards	Approximate Duration
Morning Meeting					
Math					
Science and Social Studies					
Language Arts					
The Arts					

Physical Development and Health					
Social Emotional Development					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE:				
	O/M:				

Learner Profile

Teacher/Paraprofessional:

Email:

[Click Here to complete daily attendance](#)

Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Weekly Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Learner Profile

Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		

Lesson Plan Date:

Teacher/ Paraprofessionals:

E-mail:

Google Classroom Site:



ELS/LASSO 2 Instructional Planning

Monday	Activities	Objective	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
Specials					
Lifeskills					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE				
	O/M:				

Tuesday	Activities	Objective	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
Specials					
Lifeskills					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE				
	O/M:				

Wednesday	Activities	Objective	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
Specials					
Lifeskills					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE				
	O/M:				

Thursday	Activities	Objective	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
Specials					
Lifeskills					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE				
	O/M:				

Friday	Activities	Objective	Data Collection Methods	Essential Elements	Approximate Duration
ELA/ Writing					
Math					
Science and Social Studies					
Specials					
Lifeskills					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	Adapted PE				
	O/M:				

Learner Profile

Teacher/Paraprofessional:

Email:

[Click Here to complete daily attendance](#)

Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Weekly Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Learner Profile

Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		



Fairhaven School Instructional Plan K-12

Teacher/Paraprofessionals:
Email:

Monday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
PE					
Music					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				
Movement/ Sensory	Between each activity and/or every 10-20 minutes provide sensory/movement breaks.	Refer to individual student movement and sensory choice boards		Throughout the day	

Fairhaven School Instructional Plan K-12



Tuesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
	ELA				
	Math				
	Science and Social Studies				
	PE				
	Music				
	Rec/Leisure				
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				
Movement/ Sensory	Between each activity and/or every 10-20 minutes provide sensory/movement breaks.	Refer to individual student movement and sensory choice boards		Throughout the day	

Fairhaven School Instructional Plan K-12



Wednesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
	ELA				
	Math				
	Science and Social Studies				
	PE				
	Music				
	Rec/Leisure				
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				
Movement/Sensory	Between each activity and/or every 10-20 minutes provide sensory/movement breaks.	Refer to individual student movement and sensory choice boards		Throughout the day	

Fairhaven School Instructional Plan K-12



Thursday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
	ELA				
	Math				
	Science and Social Studies				
	PE				
	Music				
	Rec/Leisure				
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				
Movement/ Sensory	Between each activity and/or every 10-20 minutes provide sensory/movement breaks.	Refer to individual student movement and sensory choice boards		Throughout the day	

Fairhaven School Instructional Plan K-12



Friday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
	ELA				
	Math				
	Science and Social Studies				
	PE				
	Music				
	Rec/Leisure				
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				
Movement/ Sensory	Between each activity and/or every 10-20 minutes provide sensory/movement breaks.	Refer to individual student movement and sensory choice boards		Throughout the day	

**Fairhaven School Instructional Plan
Transition**



Instructional Plan Date:
Teacher/Paraprofessionals:
Email:

Monday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					
Rec/Leisure					
Related	Speech:				
	OT:				
	PT:				

Services	SW:				
	Vision:				
	Hearing:				
	O/M:				

Tuesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					
Rec/Leisure					
	Speech:				

Related Services	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Wednesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					

Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Thursday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				

	Work Readiness:				
Physical Education					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Friday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				

Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				



Fairhaven Learner Profile

Teacher/Paraprofessional:

Email:

[Click Here to complete daily attendance](#)

Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Weekly Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Fairhaven Learner Profile



Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		



Lesson Plan Date:
Teacher/Paraprofessional:
Email:

[Click Here to complete daily attendance:](#)

Reading	
Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Writing	
Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Math	
Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback: :	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Science/Social Studies

Illinois State Standard (Science/Social Studies):	
Lesson Objective:	
Assessment:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Social Work

Illinois State Standard:	
Lesson Objective:	
Assessment:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Physical Education

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

The following will be for students with the following related services:

Speech & Language (If Applicable)

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

Occupational Therapy (If Applicable)

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

EL (If Applicable)

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

Other

Illinois State Standard:

Lesson Objective:

Assessment or Feedback:

Lesson Activity/Duration:

Follow Up/Additional Notes



Lesson Plan Date:

Teacher/Paraprofessional:

Email:

Click Here to complete daily attendance <https://forms.gle/TWODsAfQhZpcod229>

Reading	
<u>Essential Elements:</u>	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Writing	
<u>Essential Elements:</u>	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Math	
<u>Essential Elements:</u>	
Lesson Objective:	
Assessment or Feedback: :	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Science/Social Studies

Essential Elements (Science):	
Lesson Objective:	
Assessment:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Social Work

Essential Elements:	
Lesson Objective:	
Assessment:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Physical Education

Essential Elements:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Life/Vocational Skills

Essential Elements:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

The following will be for students with the following related services:

Speech & Language (If Applicable)

Essential Elements:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

Occupational Therapy (If Applicable)

Essential Elements:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

EL (If Applicable)

Essential Elements:

Lesson Objective:

Assessment or Feedback:

Lesson Activity/Duration:

Follow Up/Additional Notes

Other

Essential Elements:

Lesson Objective:

Assessment or Feedback:

Lesson Activity/Duration:

Follow Up/Additional Notes



Lesson Plan Date:

Teacher/Paraprofessional:

Email:

[Click Here to complete daily attendance](#)

Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker	
Occupational Therapist	
Nurse	
Speech	
EL	
Other:	

Weekly Schedule:

Time/ Subject	Monday	Tuesday	Wednesday	Thursday	Friday

Student Strategies

--

Goal	IEP Goals/Objectives:	Monitoring Plan:
1		
2		
3		
4		
5		

DHH (K thru 8th grade) Weekly Instructional Plan

Lesson Plan Date:

Teacher/Paraprofessional:

Email:

Google Classroom Link:

Monday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/</u>					

<u>Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Audiology:				

Tuesday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					

<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Audiology:				

Wednesday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					

<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Audiology:				

Thursday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					

<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
Audiology:					

Friday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					

<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Audiology:				

DHH Learner Profile

Lesson Plan Date:
Teacher/Paraprofessional:
Email:

[Click Here to complete daily attendance](#)
Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		

Transition Learner Profile

Lesson Plan Date:

Teacher/Paraprofessional:

Email:

[Click Here to complete daily attendance:](#)

Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Weekly Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

<p>Student Strategies (Provide strategies and accommodations that are used in the class that assist in student engagement)</p>

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		

Transition Services Weekly Instructional Plan

Lesson Plan Date:

Teacher/Paraprofessional:

Email:

Google Classroom Link:

Monday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
Life skills					
Vocational/ Employment					
Health					
Social/ Emotional/ Advocacy					
Community Life Skills					
Functional Math					
Functional Reading					

Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Audiology:				

Tuesday	Activity Description	Lesson objective	Data Collections Method	State Standards	Approx. Duration
Life skills					
Vocational/ Employment					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Community Life Skills					
<u>Functional Math</u>					

<u>Functional Reading</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Audiology:				

Wednesday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
Life skills					
Vocational/ Employment					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Community Life Skills					

Functional Math					
Functional Reading					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Audiology:				

Thursday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
Life skills					
Vocational/ Employment					
Health					
Social/ Emotional/ Advocacy					

Community Life Skills					
<u>Functional Math</u>					
<u>Functional Reading</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Audiology:				

Friday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
Life skills					
Vocational/ Employment					
<u>Health</u>					

<u>Social/ Emotional/ Advocacy</u>					
Community Life Skills					
<u>Functional Math</u>					
<u>Functional Reading</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Audiology:				

Laremont School Instructional Plan K-12



Instructional Plan Date:

Teacher/Paraprofessionals:

Email:

Monday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
PE					
Music					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Laremont School Instructional Plan K-12



Tuesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
PE					
Music					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Laremont School Instructional Plan K-12



Wednesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
PE					
Music					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Laremont School Instructional Plan K-12



Thursday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
PE					
Music					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Laremont School Instructional Plan K-12



Friday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA					
Math					
Science and Social Studies					
PE					
Music					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

**Laremont School Instructional Plan
Transition**



Instructional Plan Date:
Teacher/Paraprofessionals:
Email:

Monday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					
Rec/Leisure					
Related	Speech:				
	OT:				
	PT:				

Services	SW:				
	Vision:				
	Hearing:				
	O/M:				

Tuesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					
Rec/Leisure					
	Speech:				

Related Services	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Wednesday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					

Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Thursday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				
Vocational	School-Based jobs:				
	Community Connections:				

	Work Readiness:				
Physical Education					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Friday	Activities	Description	Data Collection Methods	Essential Elements	Approximate Duration
ELA	Transition Literacy:				
	Functional Reading:				
Functional Math					
Social Studies/ Science	Science:				
	Social Studies:				
	Consumer Science:				

Vocational	School-Based jobs:				
	Community Connections:				
	Work Readiness:				
Physical Education					
Rec/Leisure					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Hearing:				
	O/M:				

Laremont Learner Profile



Teacher/Paraprofessional:
Email:

[Click Here to complete daily attendance](#)

Username/Password for Sedol Device: pw:

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Weekly Schedule:

Time	Monday	Tuesday	Wednesday	Thursday	Friday

Laremont Learner Profile



Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		

Lesson Plan Date:
Teacher/Paraprofessional:
Email:



[Click Here to complete daily attendance:](#)

Reading	
Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Writing	
Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Math	
Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback: :	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Science/Social Studies

Illinois State Standard (Science/Social Studies):	
Lesson Objective:	
Assessment:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Social Work

Illinois State Standard:	
Lesson Objective:	
Assessment:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

Physical Education

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	See Google Classroom

The following will be for students with the following related services:

Speech & Language (If Applicable)

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

Occupational Therapy (If Applicable)

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

EL (If Applicable)

Illinois State Standard:	
Lesson Objective:	
Assessment or Feedback:	
Lesson Activity/Duration:	
Follow Up/Additional Notes	

Other

Illinois State Standard:

Lesson Objective:

Assessment or Feedback:

Lesson Activity/Duration:

Follow Up/Additional Notes



Lesson Plan Date:
Teacher/Paraprofessional:
Email:

Click Here to complete daily attendance
Username/Password for Sedol Device: **pw:**

Please note that this reflects an outline of the day, all materials will be accessed through Google Classroom

Related Services/Email:

Social Worker	
Occupational Therapist	
Nurse	
Speech	
EL	
Other:	

Weekly Schedule:

Time/ Subject	Monday	Tuesday	Wednesday	Thursday	Friday

Student Strategies

--

Goal	IEP Goals/Objectives:	Monitoring Plan:
1		
2		
3		
4		
5		

TAB/ LASSO 1 Weekly Instructional Plan

Lesson Plan Date:

Teacher/Paraprofessional:

Email:

Google Classroom Link:

**This document can be used in lieu of the host districts plan to meet individual student needs.*

Monday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					

<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Hearing:				

Tuesday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					

<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Hearing:				

Wednesday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					
<u>Science/ Social Sciences</u>					

<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Hearing:				

Thursday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					
<u>ELA</u>					

<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Hearing:				

Friday	Activity Description	Lesson objective	Data Collection Method	State Standards	Approx. Duration
<u>Math</u>					

<u>ELA</u>					
<u>Science/ Social Sciences</u>					
<u>Fine Arts</u>					
<u>Writing</u>					
<u>Health</u>					
<u>Social/ Emotional/ Advocacy</u>					
Related Services	Speech:				
	OT:				
	PT:				
	SW:				
	Vision:				
	Adap PE:				
	Hearing:				

TAB/LASSO 1 Learner Profile

Lesson Plan Date:
Teacher/Paraprofessional:
Email:

Click Here to complete daily attendance:

Username/Password for SEDOL Device: pw:

Related Services/Email:

Social Worker		
Occupational Therapist		
Nurse		
Speech		
EL		
Other:		

Student Strategies

(Provide strategies and accommodations that are used in the class that assist in student engagement)

IEP Annual Goals:

Goal	IEP Annual Goal	Monitoring Plan: (provide link to data collection tool and benchmarks)
1		
2		
3		
4		
5		



Lesson Plan Date:

Teacher/ Paraprofessionals:

E-mail:

Vocational Department District Student Instructional Planning

Monday	Activities	Objective	Data Collection Method	Approximate Duration

Tuesday	Activities	Objective	Data Collection Method	Approximate Duration

Wednesday	Activities	Objective	Approximate Duration

Thursday	Activities	Objective	Approximate Duration

Friday	Activities	Objective	Approximate Duration

APPENDIX B

Multi-tiered Systems of Support (MTSS)



Cyd Lash Academy
ED Alt
9th to 12th grade



High
Level of Intensity
Low

Academic Area of Focus Social/Emotional/Behavioral

Tier 3

Tier 2

Tier 1

Power Up
Math 180

System 44
Academic Specialists

Psychiatric Consult
Behavior Specialists

Threat and Suicide Assessments

Individualized Contracts
Individualized Treatment Plan

Co-Writer/Snap and Read

APEX – Credit Recovery
Read 180

Targeted Groups – Specific to student need

Sensory Room
Social Work Skills-Based Groups - CBT, DBT (anger management, peer relationship)

Google Classroom

Khan Academy
Curriculum Maps
Engage New York

SAT
SRI
NWEA MAPs

Erin's Law

Ann Marie's Law - Elyssa's Mission

Zones of Regulation

Behavioral Motivational System
School Wide Expectations
Individual Counseling
Positive Peer Culture
BIP

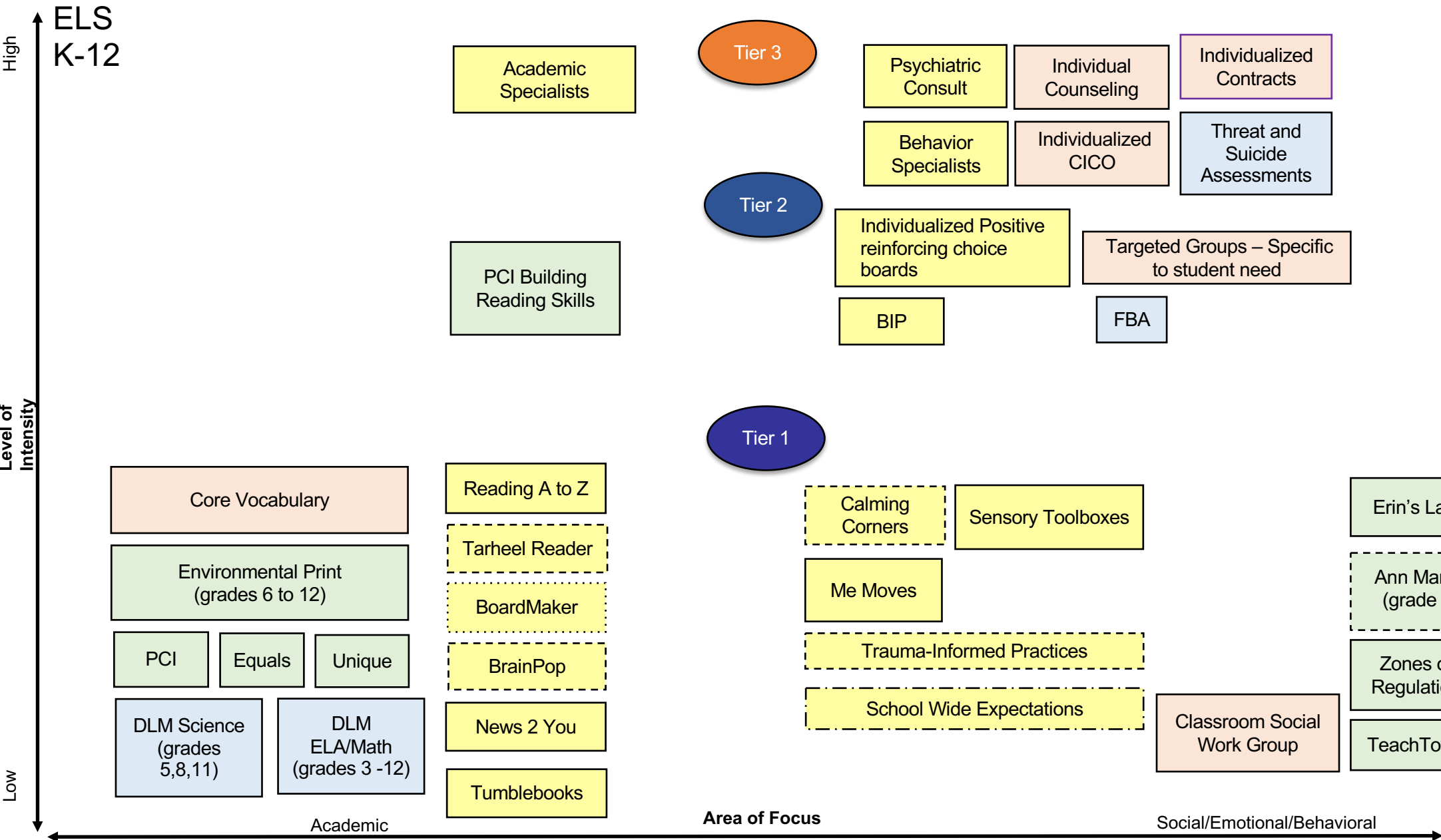
Mindfulness
LSCI
Sensory Materials
Courageous Classrooms

SDQ
FBA
SWIS

Circle of Courage including reclaiming language

- Not Fully Implemented

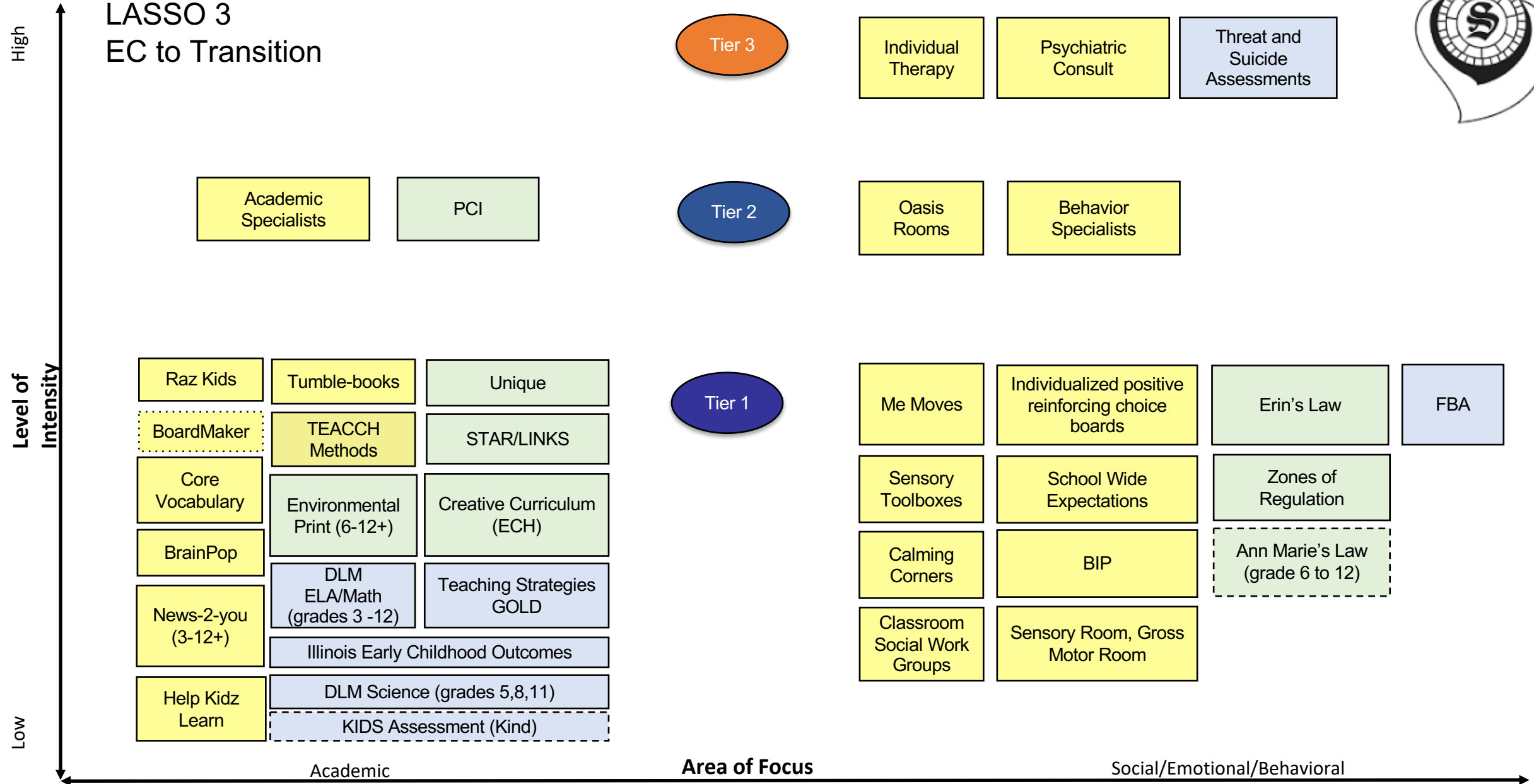
Assessment Curriculum Resource/Support Instructional Strategy



- Not Fully Implemented

Assessment Curriculum Resource/Support Instructional Strategy

Fairhaven School LASSO 3 EC to Transition



- Not Fully Implemented

Assessment
Curriculum
Resource/Support
Instructional Strategy



Gages Lake School
ED Alter
Early Childhood

Academic
Specialists

Tier 3

Psychiatric
Consult

Individualized
CICO

Individualized
Contracts

Behavior
Specialists

Individual
Counseling

Threat and
Suicide
Assessments

Tier 2

Targeted Groups
– Specific to
student need

Chill Ville, Sensory
Room, Gross
Motor Room

Social Work Skills-Based
Groups - CBT, DBT
(anger management, peer
relationship)

Tier 1

Equality Through Read Alouds

Creative
Curriculum

Illinois Early
Childhood
Outcomes

Teaching
Strategies
GOLD

Calming Corners

Sensory
Toolboxes

Restorative
Practices

Behavioral
Motivational
System
(Paw Mart)

Mindfulness

BIP

Character
Education

SDQ
(age 4)

Me Moves

School Wide
Expectations

Zones of
Regulation

Erin's Law

Morning
Meetings

FBA

Trauma-
Informed
Practices

Cool Tools

Second Step

Social Work Groups
w/Curriculum

SWIS

Academic

Area of Focus

Social/Emotional/Behavioral

- Not Fully Implemented

Assessment

Curriculum

Resource/Support

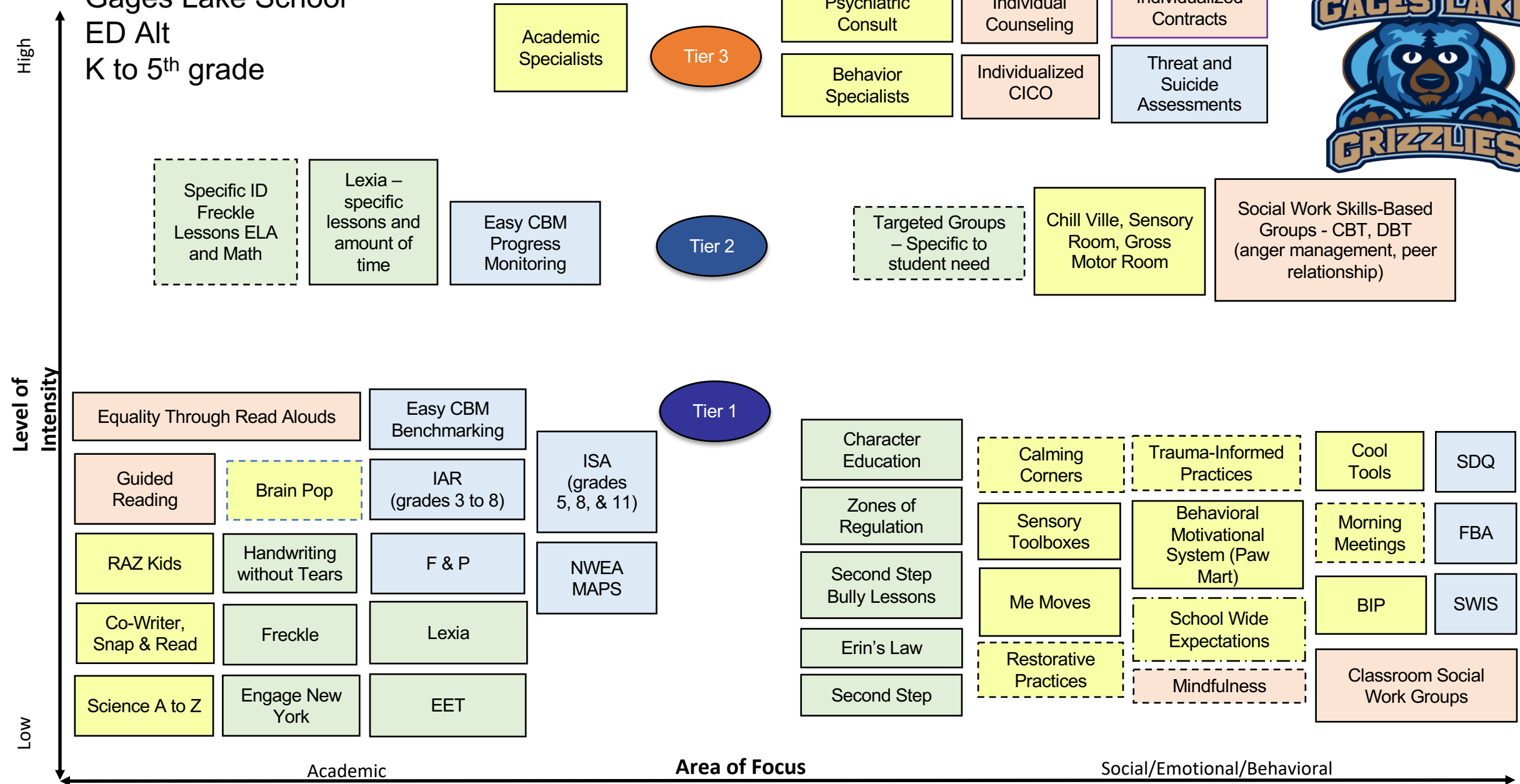
Instructional Strategy

High

Level of Intensity

Low

Gages Lake School ED Alt K to 5th grade



- Not Fully Implemented

Assessment
Curriculum
Resource/Support
Instructional Strategy

Gages Lake School SAB 1st to 12th grade



High
Level of Intensity
Low

Tier 3

Tier 2

Tier 1

Academic Specialists

Psychiatric Consult

Individual Counseling

Individualized Contracts

Behavior Specialists

Individualized CICO

Threat and Suicide Assessments

PCI Building Reading Skills

Chill Ville, Sensory Room, Gross Motor Room

Social Work Skills-Based Groups – Tied to Teachtown topics

Core Vocabulary

Equality Through Read Alouds

Environmental Print (grades 6 to 12)

PCI

Equals

Unique

DLM Science (grades 5,8,11)

DLM ELA/Math (grades 3-12)

Reading A to Z

Tarheel Reader

BoardMaker

BrainPop

News 2 You

Calming Corners

Sensory Toolboxes

Behavioral Motivational System (Pawmart)

Erin's Law

Ann Marie's Law (grade 6 to 12)

Me Moves

Restorative Practices

BIP

Cool Tools

Character Education

SWIS

Trauma-Informed Practices

Mindfulness

Zones of Regulation

SDQ

Morning Meetings

Classroom Social Work Group

Teachtown

FBA

School Wide Expectations

Academic

Area of Focus

Social/Emotional/Behavioral

- Not Fully Implemented

Assessment

Curriculum

Resource/Support

Instructional Strategy

John Powers Center
 DHH EC to 8th grade
 Grayslake North High School
 DHH 9th to 12th grade

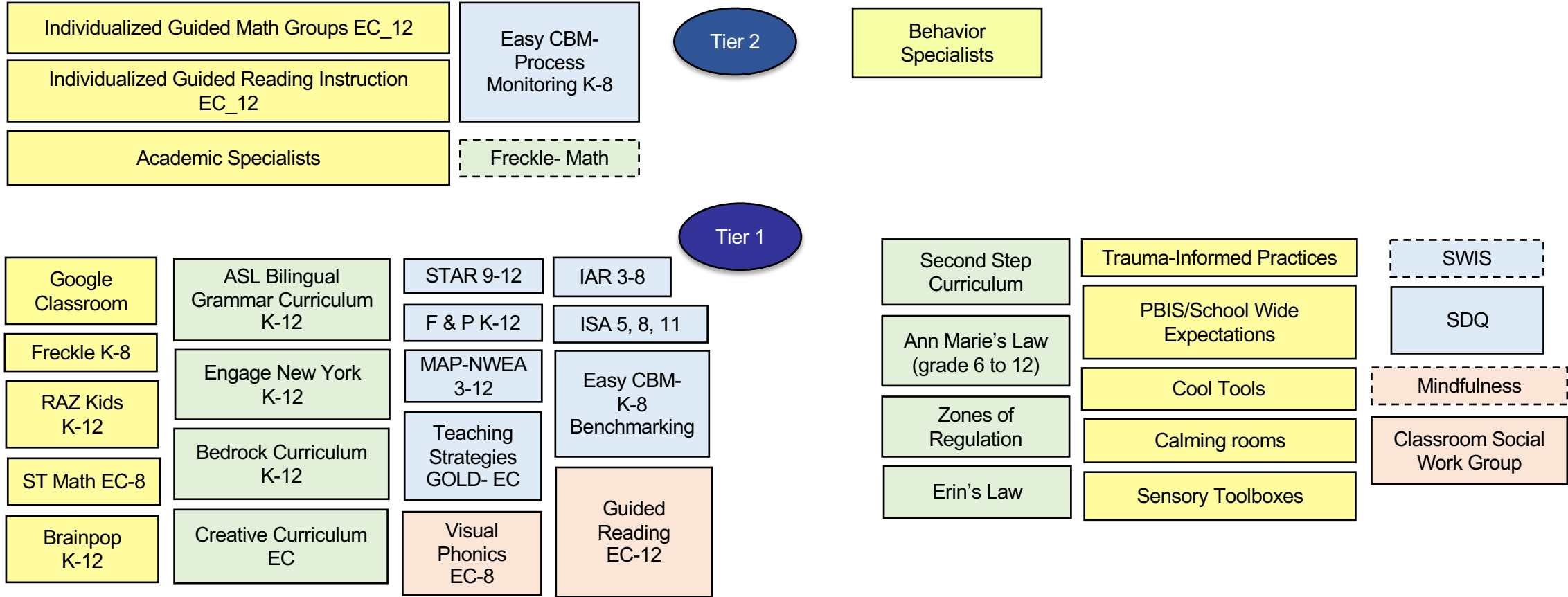


We are Safe, Responsible and Respectful!

High

Level of Intensity

Low

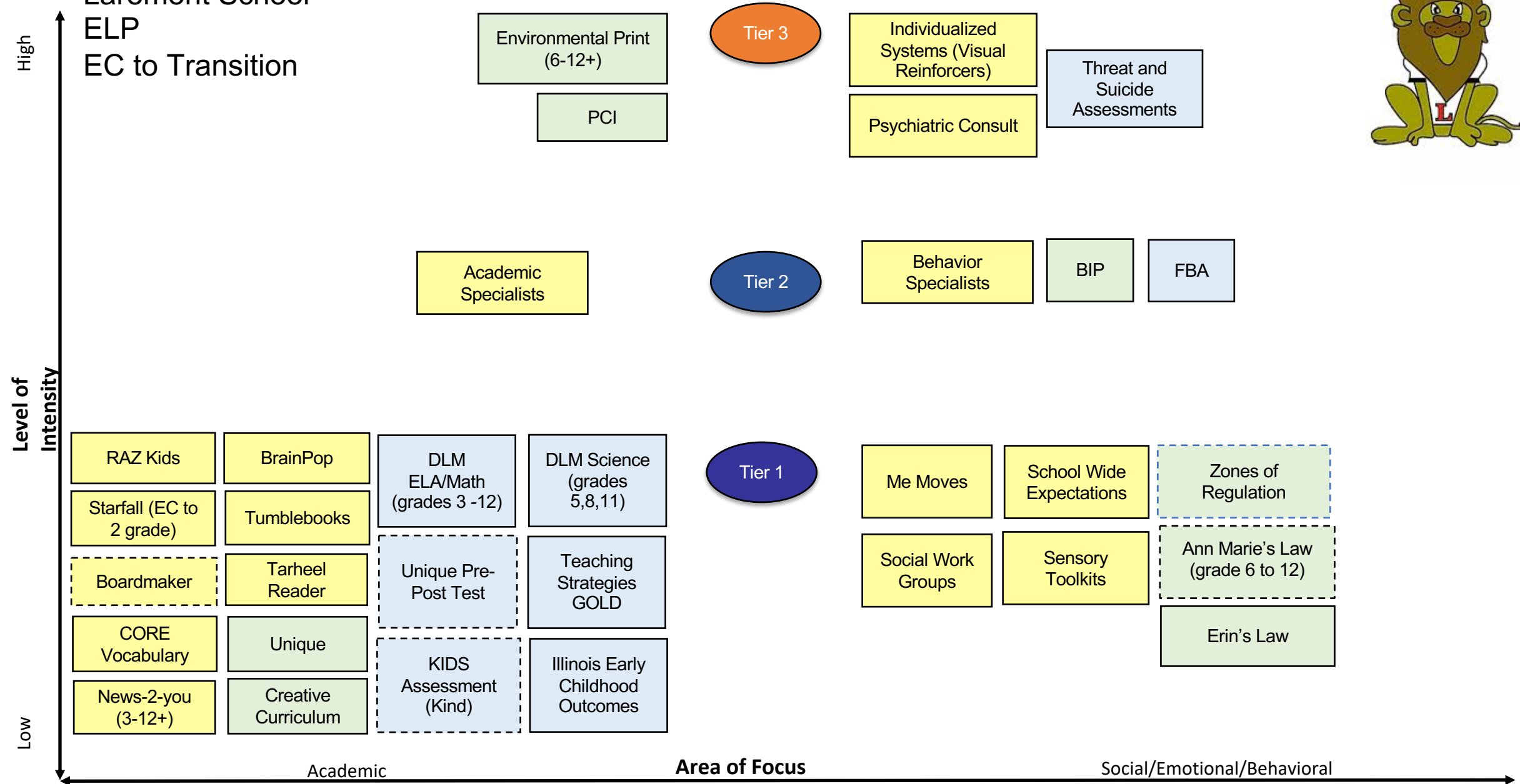


* DHH High School follows GNHS curriculum

- Not Fully Implemented

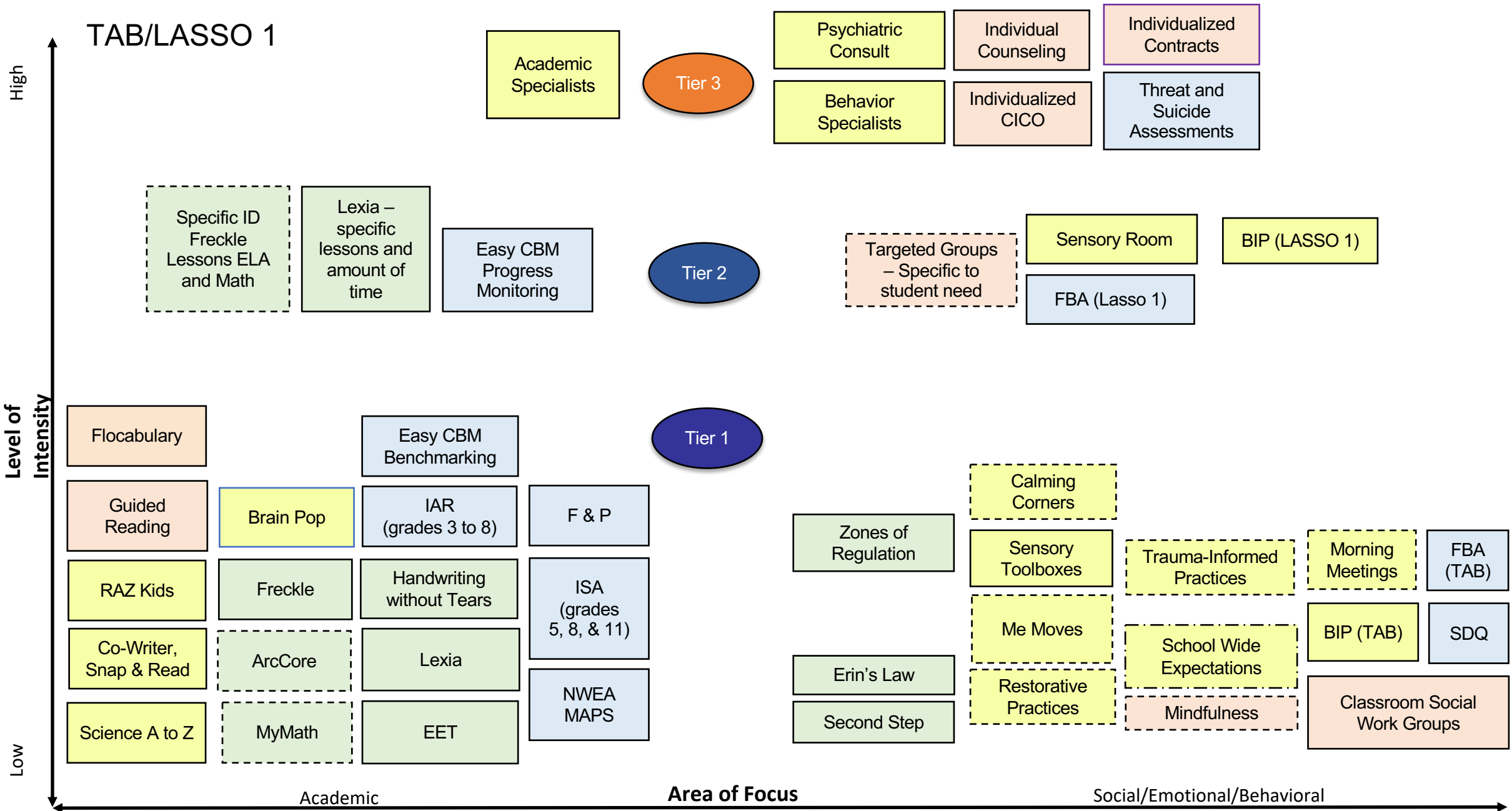
Assessment Curriculum Resource/Support Instructional Strategy

Laremont School
ELP
EC to Transition



- Not Fully Implemented

Assessment
Curriculum
Resource/Support
Instructional Strategy



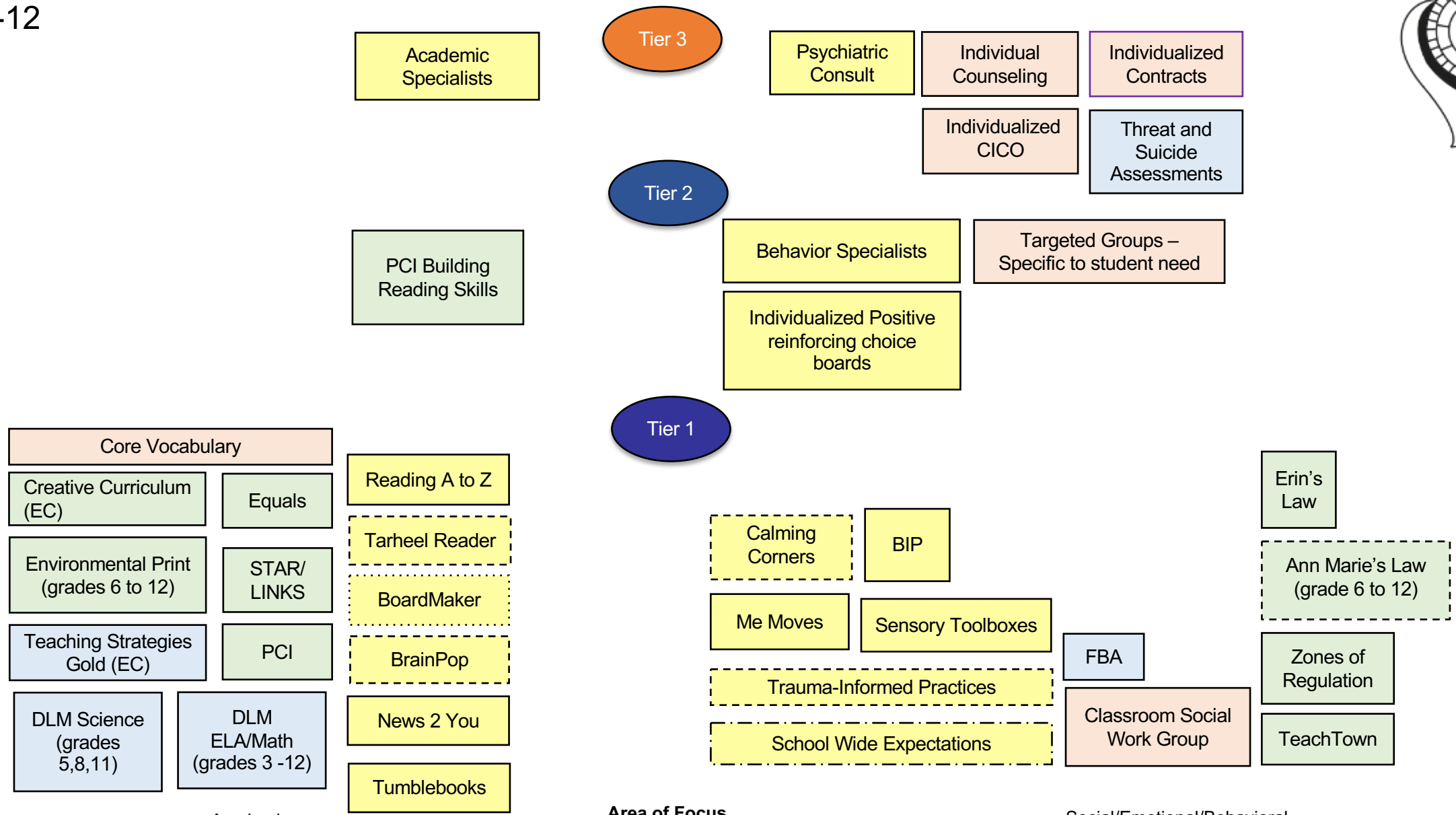
- Not Fully Implemented

- Assessment
- Curriculum
- Resource/Support
- Instructional Strategy

LASSO 2 EC-12



High
Level of Intensity
Low

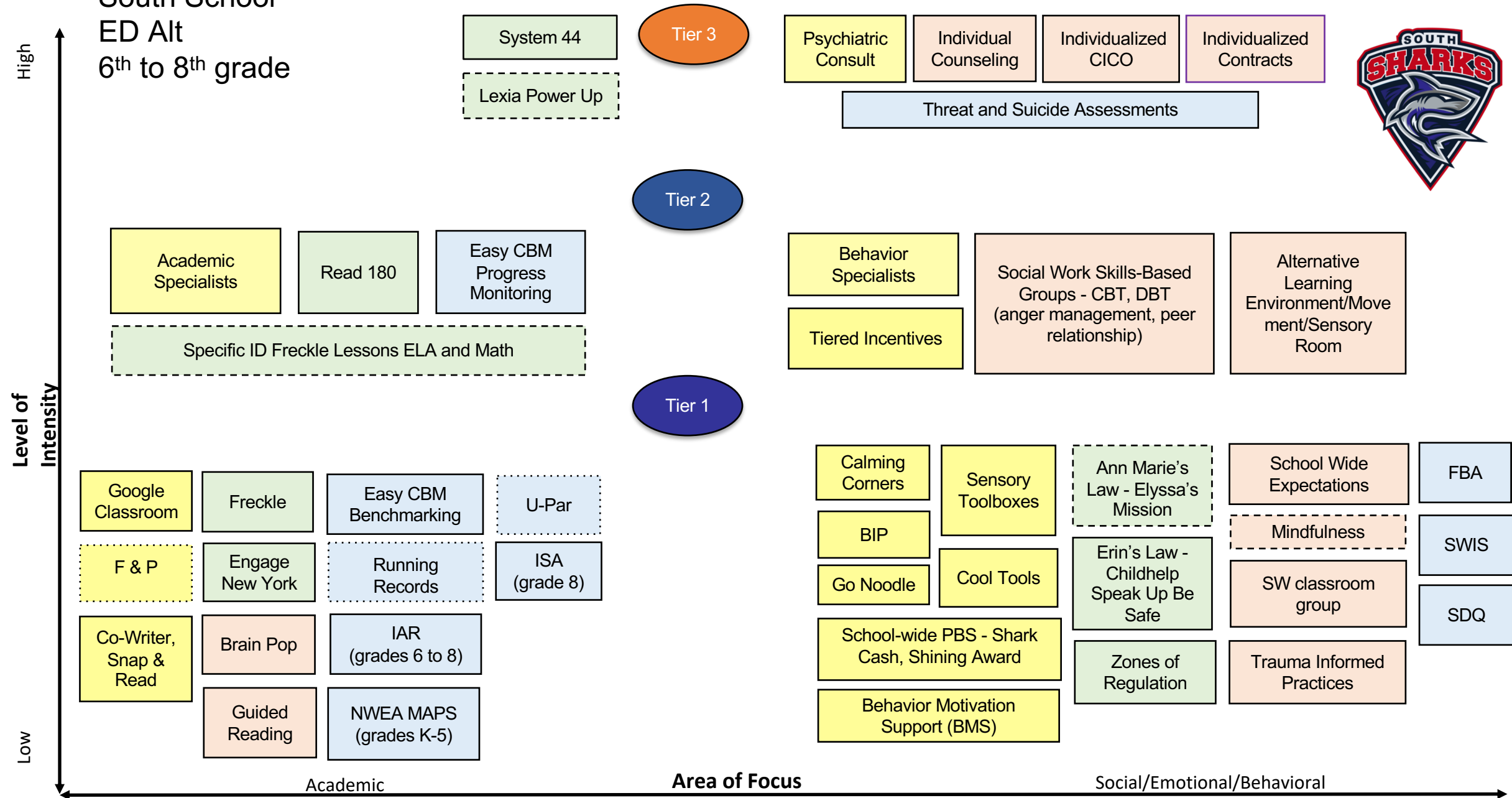


- Not Fully Implemented

Assessment Curriculum Resource/Support Instructional Strategy

Area of Focus Social/Emotional/Behavioral

South School ED Alt 6th to 8th grade



- Not Fully Implemented

Assessment Curriculum Resource/Support Instructional Strategy

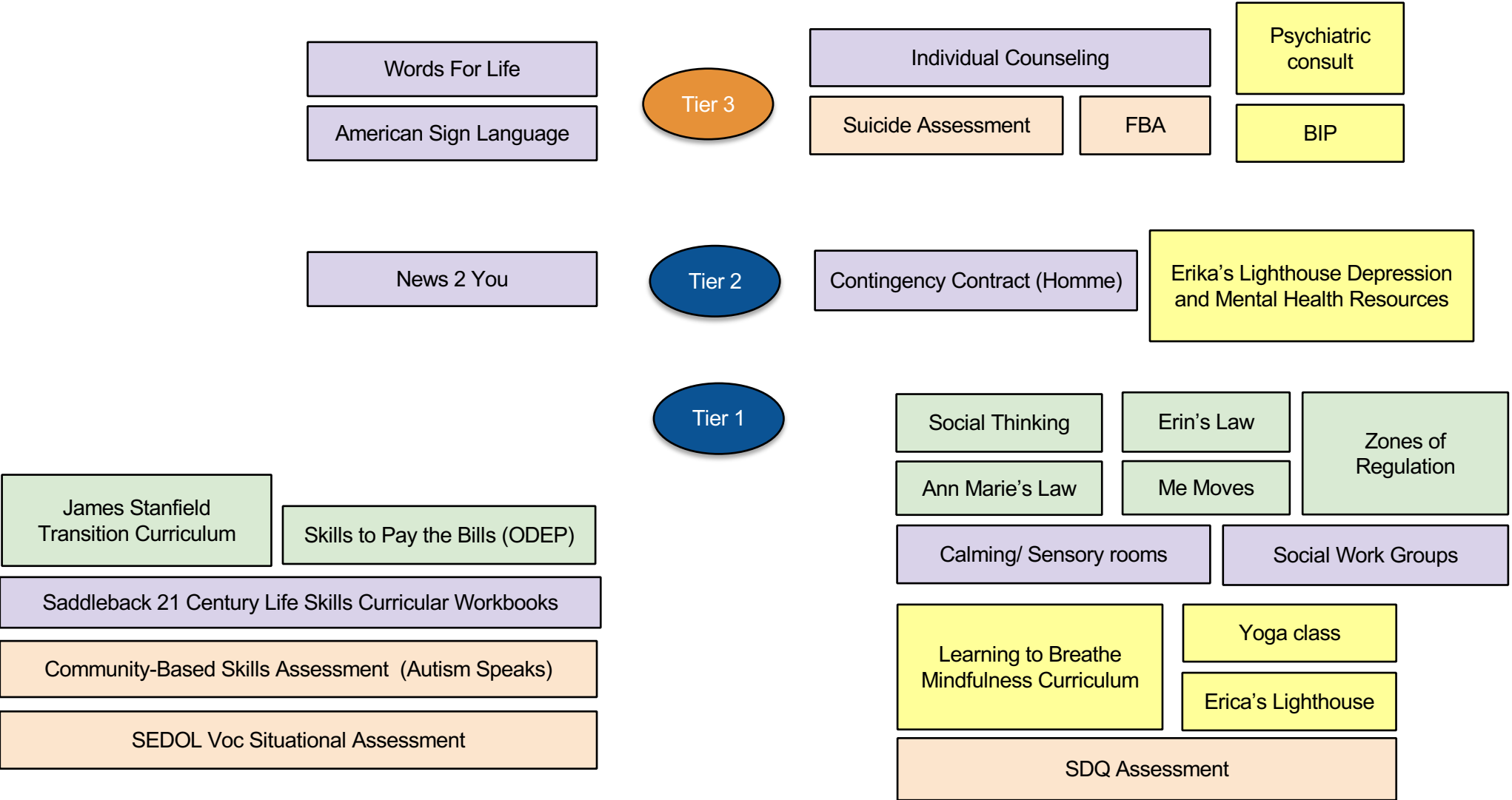


Transition Community Life Skills

High

Level of
Intensity

Low



Tier 3

Tier 2

Tier 1

Academic

Area of Focus

Social/Emotional/Behavioral

* - meets all PBIS/RTI criteria

- Not Fully Implemented

Student-led Intervention

Assessment

Curriculum

Resource/Support

Instructional Strategy



Transition Project SEARCH

High
Level of Intensity
Low

Tier 3

Suicide/Threat Assessment		FBA
Individual Counseling	BIP	Psychiatric Consult

Tier 2

Individual Incentive Contracts

Tier 1

Project SEARCH Curriculum	
Health Matters Program	Skills to Pay the Bills (ODEP)
Saddleback 21 Century Life Skills Curricular Workbooks	Project SEARCH Internships (X3)
Vocational Fit Assessment (VocFit)	Career One stop Interest Assessment

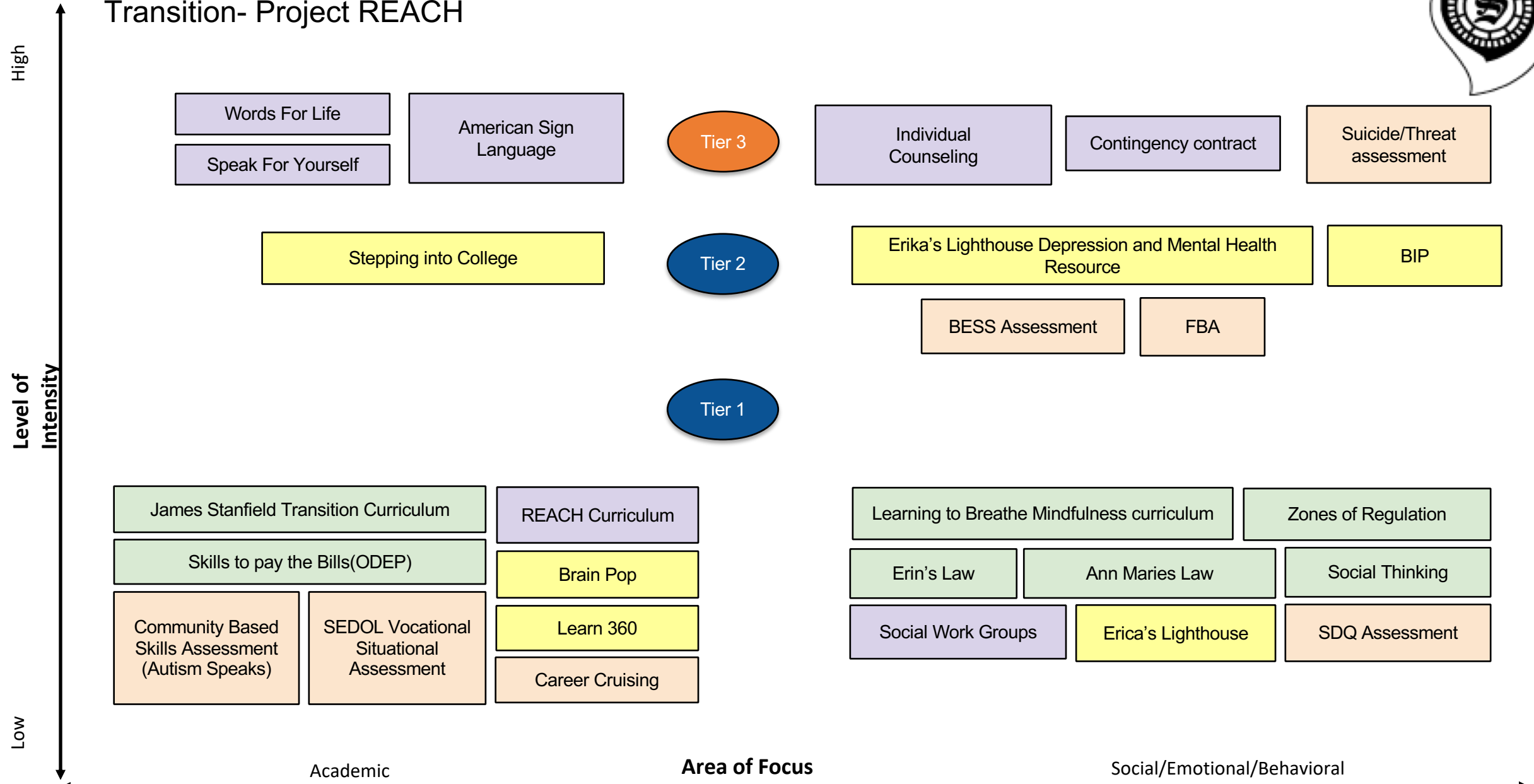
Erin's Law	Sedgebrook Employee-Wide Expectations
Ann Marie's Law	Mindfulness Resources
Zones of Regulation	Social Work Groups

Academic Area of Focus Social/Emotional/Behavioral

*- meets all PBIS/RTI criteria - Not Fully Implemented - Student-led Intervention Assessment Curriculum Resource/Support Instructional Strategy



Transition- Project REACH



*- meets all PBIS/RTI criteria

- Not Fully Implemented

Student-led Intervention

Assessment

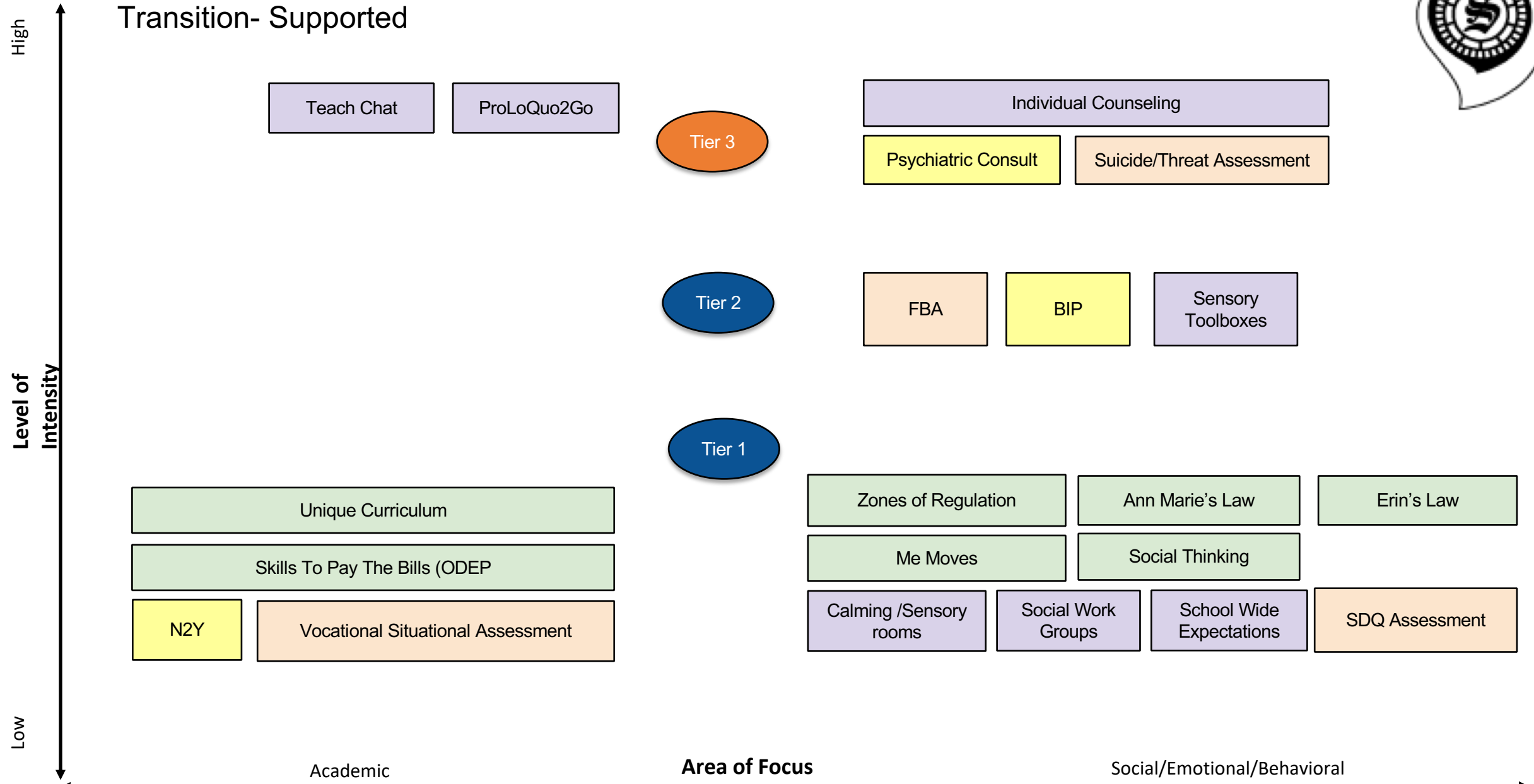
Curriculum

Resource/Support

Instructional Strategy



Transition- Supported



*- meets all PBIS/RTI criteria

- Not Fully Implemented

Box - Student-led Intervention

Assessment (orange box)

Curriculum (green box)

Resource/Support (yellow box)

Instructional Strategy (purple box)

APPENDIX C

SEDOL

Screenener



Self Certification Screener

July 23, 2020

Check in Questions - (Step 1)

- a. Do you have any signs or symptoms of a respiratory infection such as fever or chills, cough, shortness of breath or difficulty breathing?
- b. Do you have fatigue, muscle or body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea?
- c. Are you taking any medication for any signs and symptoms of a respiratory infection, such as fever, cough, or sore throat (e.g., Advil, Aspirin, Tylenol)?
(This does not apply to medications taken for other purposes.)
- d. In the last 14 days have you been in contact with someone with a confirmed diagnosis of COVID-19?
- e. In the last 14 days, have you tested positive for COVID-19?
- f. Have you traveled from a destination that requires you to stay home for 14 days after travel? YES to any of the above—Please do not enter the building and notify your immediate supervisor. NO to all—Continue below to Step 2.

Check your temperature - (Step 2)

- a. IF OVER 100.4° F—Please do not enter the building and notify your immediate supervisor.
- b. IF UNDER 100.4° F—Continue below to C.
- c. Please enter the building with your face covering and practice hygiene procedures. Wash their hands or use hand sanitizer throughout their time in the building. DO NOT shake hands, hug, or have other physical contact with individuals during the visit.



APPENDIX D

SEDOL Health & Safety Protocols



Health & Safety Protocols

PPE

Assistive Technology Team



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

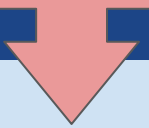
- ❖ **Determination for use of PPE will be made prior to initiating group/indiv work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes (*use gloves*)**
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

AT Evaluation & Observation Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **Clean and disinfect all touch surfaces prior to observation and individual work with student:**
 - AT equipment will be wiped down with disinfectant wipes before and after working with the student
 - Wipe flat and high touch surfaces, including table/desk and chairs you plan to use with disinfectant wipe
 - Discard any used towelette
- ❖ **Prior to working with the student:**
 - Gloves may interfere with an iPad interface due to a plastic screen shield. Remove gloves and wash hands.
 - Use hand sanitizer immediately prior to student contact.
 - The students must wash hands or use hand sanitizer immediately prior to the working with the AT Facilitator
- ❖ **No video recording of students**

Following the session



- ❖ AT equipment will be wiped down with disinfectant wipes at the end of the session
- ❖ Remove clothing covering in between classrooms, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

AT Materials


- ❖ **AT equipment returned to SEDOL**
 - Equipment is immediately cleaned with disinfectant wipes
 - Mark the device with the date placed in quarantine and the date it can be released
 - Put equipment in the designated area in the AT closet for a two-week quarantine before it can be reassigned
- ❖ **No use of staff technology with students** (*i.e., student using AT facilitator's iPad*)
- ❖ **No stuffed animals or cloth toys**
- ❖ **No sharing of materials between students**
- ❖ **Maintain social distance from students and adults during during the school day to the greatest extent it is possible**

Meetings & Consultations

- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultations & trainings held through Google Meet whenever possible
- ❖ District & Contractual AT meetings held through their virtual platform
- ❖ Department, Committee & PLC meetings held through Google Meet
- ❖ Director of Special Services Virtual Drop-In Office Hours
 - Mondays, 8:00 to 9:00 am & Fridays, 2:30 to 3:30 pm

Health & Safety Protocols

PPE Audiology



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Available at discretion of clinician
 - Advised during active pandemic
 - Always required when open sores visualized in ear area, ear drainage, the presence of blood and other bodily fluids (e.g. mucus secretions, saliva, tears, etc...)

❖ **Face Masks**

- Each employee assigned 5 cloth masks
- Maintenance and cleaning responsibility of employee
- Disposable masks available for staff, clients, and accompanying family as needed and/or at the discretion of the clinician

❖ **Face Shields**

- Each employee assigned one face shield
- Required during direct student contact
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required during direct student contact
- Change after every direct student contact
- If interested, personal scrubs are an acceptable option to wear at work

❖ **Available Disinfectants**

- Disinfectant Wipe
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- Alpha-HP disinfectant spray
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- Soap/hot water
 - Allow items to completely air dry

Health & Safety Protocols

PPE Decision Guidelines



- ❖ **Determination for use of PPE will be made prior to initiating assessment**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **Phase 3-4: Evaluation room will be limited to one family member, student, Audiologist, and if needed, two test assistants**
- ❖ **Any additional accompanying family members will be directed to wait in car**
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Health & Safety Protocols

Audiological Evaluation Materials



- ❖ **Dispose of all single use EAR inserts, eartips, specula, and verification probe tubes after use**
 - Detach and discard used gloves or
 - Disinfect hands with hand sanitizer following disposal of eartip, specula, or probe tube

- ❖ **Disinfectant materials**
 - Earlight tip for earmold impressions; wipe with disinfectant towelette after use
 - Impression Gun; wipe with disinfectant towelette after use
 - Tubing expander pliers, needle nose pliers, nippers, tweezers; wipe with disinfectant towelette after use
 - Play based, SRT and speech discrimination materials (Any materials that cannot be sanitized, must be placed in a 2-week quarantine (test stimulus cards))

- ❖ **Sterilization materials**
 - All cerumen management tools, to include curettes, wax loops, etc

Health & Safety Protocols

Instrument Sterilization Procedures:




❖ Cold Sterilization

- Sterilization tray
- Wavicide or Sporox
 - Collect items in disposable container for later cleaning
 - After last appointment of the day, put on gloves and bring contaminated materials to designated cleaner area
 - Place items in sterilization tray
 - Items to remain in tray 6 hours (Sporox) or 10 hours (Wavicide); overnight recommended.
 - Discard gloves and wash hands
- Retrieval of sterilized instruments
 - Put on fresh gloves
 - Remove materials from cold sterilization cleaner, rinse, and place on paper towels to dry
 - Discard gloves and wash hands
 - Once materials have dried, wash hands and return items to proper location
 - Change fluid every 28 days (Wavicide), every 21 days (Sporox) or sooner if visibly soiled

Health & Safety Protocols

Audiological Evaluation Preparation: All personnel will practice hand washing procedures prior to each appointment or wear gloves. Eye protection and clothing protection is required.



- ❖ **Clean and disinfect all touch surfaces prior to appointment, including:**
 - TDH headphones and cords
 - Insert phone cords
 - B/C headband and cord
 - OAE equipment handset and probe cord
 - Immittance cord and board surfaces
 - Audiometric suite door handle
 - Flat and high touch surfaces, including table and chairs
 - Audiology lab: Verifit cords, flat/touch surfaces
- ❖ **Hand sanitizer available in all testing areas. Prior to testing:**
 - Audiologist to use hand sanitizer prior to student contact and again prior to contact with audiometer control board
 - Assistant to use hand sanitizer prior to student contact
 - Student and any accompanying family to use hand sanitizer or wash hands prior to appointment.

Following appointment:



- ❖ Clean and disinfect TDH headphones, cords, B/C if used, OAE handset and probe cord, immittance cord and board surfaces, Verifit cords, all touch surfaces. Disinfect face shield between appointments
- ❖ All items used for CPA or VRA will be sprayed with Alph-HP disinfectant and allowed a 10 minute dwell time
- ❖ Discard used towelette
- ❖ Discard gloves, if used, and wash hands

Health & Safety Protocols

During Appointment



- ❖ **Perform otoscopy**
 - Dispose of speculum following ear examination
- ❖ **When possible, perform OAEs and Immittance testing prior to threshold testing**
 - Dispose of all used probe tips following OAE and immittance testing
- ❖ **Gloves are required when open sores visualized in ear area, ear drainage visualized, or the presence of blood**
- ❖ **Perform threshold testing, obtaining air conduction, bone conduction, individual ear information as developmentally appropriate**
 - Air conduction testing options:
 - THD headphones - place disposable covers on headphones; Discard after use
 - Disinfect TDH headphones after appointment if no covers used
 - Disposable single use insert tips; Discard after use
- ❖ **Play based, SRT and speech assessment materials**
 - Place materials in separate storage bin if contact is made with any client bodily fluids (e.g saliva, air droplets)
 - Remove to designated cleaning area
 - Disinfect with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Return to test area only once fully air-dried
- ❖ **No video recording of student(s) during the appointment**
- ❖ **At the end of the appointment**
 - Review the results and recommendations in the audiometric suite
- ❖ **Escort family to designated exit**

Health & Safety Protocols

Hearing Instrument Listening Check

To include ALD technology



- ❖ Accept hearing instrument with disinfectant towelette
- ❖ Clean and disinfect hearing instrument
- ❖ Discard used towelette in trash
- ❖ Attach hearing instrument to listening bell of stethoscope
- ❖ After listening check, clean & disinfect listening bell and both ear pieces
- ❖ Return stethoscope to appropriate resting location
- ❖ Discard used towelette in trash
- ❖ Discard gloves, if used. Wash hands

Hearing Instrument Verification: Test box



- ❖ After listening check, place hearing instrument in test box; Run verification measures
- ❖ Return hearing instrument to client
- ❖ Clean and disinfect cords and touch surfaces in Audiology lab
- ❖ Discard used towelette
- ❖ Discard gloves, if used. Wash hands

Health & Safety Protocols

Hearing Instrument Verification: Real Ear



- ❖ Accept hearing instrument with disposable container or disinfectant towelette
- ❖ Clean and disinfect hearing aid
- ❖ Place probe tube in client's ear
- ❖ Run verification measures
- ❖ Return hearing instrument to client
- ❖ Clean and disinfect cords and touch surfaces in Audiology lab.
- ❖ Discard probe tube
- ❖ Discard used towelette
- ❖ Discard gloves, if used. Wash hands

Meetings and Consultations



- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ Support Coordinator Virtual Drop-In Office Hours
 - Fridays, 8:15 to 8:45 am

Health & Safety Protocols

PPE

Certified Vision and Hearing Technicians

❖ Gloves

- Several sizes so gloves fit snugly; vinyl or nitrile
- Always required in presence of bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ Face Masks

- Each employee provided 5 cloth masks
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ Face Shield

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ Clothing & Shoe Coverings (*to be worn over your clothes*)

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears)
- Change between class screenings or when soiled
- Minimize the classrooms you enter during the day
- “Bootie” coverings will be provided for shoes. The coverings will be placed over shoes immediately after entering a school and disposed of when exiting the building
- If interested, personal scrubs are an acceptable option to wear at work

TRAVEL

❖ When traveling to Sector and off campus buildings

- Travel in separate vehicles

Health & Safety Protocols

PPE Decision Guidelines


- ❖ **Determination for use of PPE will be made prior to initiating group/individ work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes** (*use gloves*)
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

CAVT Screening: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing protection and gloves available, as needed.



- ❖ **Clean and disinfect flat and high touch surfaces prior to setting up screening equipment.**
- ❖ **Clean and disinfect all test equipment prior to screening, including:**
 - TDH headphones and cords
 - OAE equipment handset and probe cord
 - Tympanometry cord and board surfaces
 - Titmus forehead and face rest area
 - Flat and high touch surfaces, including table and chairs
- ❖ **Hand sanitizer available in all settings**
 - Use hand sanitizer immediately prior to student contact

Following each student contact



- ❖ Dispose of single use probe tip or specula
- ❖ Clean and disinfect TDH headphones, cords, OAE handset and probe cord, tympanometry cord, titmus faceplate and all touch surfaces
- ❖ Disinfect hands and face shield prior to next student contact
- ❖ Discard used towelette
- ❖ Discard gloves, if used

Health & Safety Protocols

During Screening:



- ❖ **Each student will be escorted to screening area by building staff**
- ❖ **Perform threshold screening**
 - Perform otoscopy. Discard single use specula
 - No further screening required if student passes threshold screening
- ❖ **Students who are a “could not test” or fail hearing screen:**
 - Perform OAEs and tympanometry
 - Discard single use probe tip
- ❖ **Gloves are required when open sores visualized in ear area, ear drainage visualized, or the presence of blood**
- ❖ **Gloves are required while working with medically fragile and non-compliant students**
- ❖ **A face mask and face shield are worn at all times**
- ❖ **No video recording of students**
- ❖ **Student will be escorted back to classroom by building staff**
 - Any toys/objects used during the screening will be set aside for later cleaning if visibly soiled
 - All toys/objects used and not visibly soiled will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time prior to reuse
 - Discard used towelette
 - Discard gloves, if used, and wash hands
 - Change clothing cover when all the students in the classroom have been screened, or if exposed to bodily fluids

Health & Safety Protocols

CAVT Screening Materials

- ❖ **Dispose of all single use probe tips and speculum**
 - Detach and discard using gloves or
 - Disinfect hands with hand sanitizer following disposal of probe tip
- ❖ **Disinfectant materials**
 - TDH headphones and headband
 - OAE probe cord and handset
 - Tympanometer cord and handset
 - Titmus forehead and facerest
 - Play based materials (Any materials that cannot be sanitized, must be placed in a 2-week quarantine)

Meetings

- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Department meetings will be held through Google Meet
- ❖ Support Coordinator Virtual Drop-In Office Hours
 - Fridays, 2:30-3:00pm

Health and Safety Protocols

PPE

Early Childhood Assessment Team



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Desktop Shield**

- Use when needed for individual assessment
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health and Safety Protocols


During Appointment



- ❖ **Determination for use of PPE will be made prior to initiating assessment and will be consistent among team members**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
- ❖ **Phase 3-4: Evaluation room will be limited to one family member, child, and two evaluators at one time**
 - Additional evaluator will observe portions of the assessment in observation room
 - Evaluation staff will rotate between in-person and observation room as needed during assessment.
 - As staff rotate into assessment room, all hand hygiene, eye protection, clothing covering protocols will be followed prior to contact with child
 - Evaluators should maintain social distancing as much as is possible when not directly interacting with child
- ❖ **Any additional accompanying family members will be directed to wait in car**
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part

Health and Safety Protocols

ECAT Evaluation Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **Clean and disinfect all touch surfaces prior to appointment, including:**
 - All assessment toys/objects will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Wipe flat and high touch surfaces, including table and chairs with disinfectant wipe
 - Wipe door handle with disinfectant wipe
 - Discard used towelette
- ❖ **Hand sanitizer available in testing room. Prior to testing:**
 - All evaluators to use hand sanitizer immediately prior to child contact
 - Child and any accompanying family to use hand sanitizer or wash hands prior to appointment.

Following appointment



- ❖ All toys/objects/flat surfaces used during the assessment will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects/flat surfaces used will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

ECAT Materials



- ❖ **Dispose of all single use items**
 - Use hand sanitizer following disposal of items
- ❖ **Disinfect materials**
 - All toys/objects and materials in direct contact with students
- ❖ **No stuffed animals or cloth toys**
- ❖ **Location of materials**
 - Any materials that cannot be sanitized, must be placed in a 2-week quarantine (test stimulus cards, large play items)
 - Testing materials shielded by the plexiglass barrier can be reused by the same evaluator

Meetings & Consultations



- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultation held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ Department, Committee & PLC meetings held through Google Meet
- ❖ Support Coordinator/SLP Liaison Virtual Drop-In Office Hours
 - Mondays, 8:15 to 8:45 am

Health & Safety Protocols

PPE

Health Services



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled.
- Cleaning the responsibility of employee.
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee
- N95 face masks for aerosolized treatments (nebs and suctioning)

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothing*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- Change after direct student contact
- After use, place in designated location
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

- ❖ **Determination for use of PPE will be made prior to initiating group/indiv work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes** (*use gloves*)
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

Respiratory Treatment Areas



- ❖ **Clean and disinfect flat and high touch surfaces prior to treatments.**
- ❖ **Clean and disinfect all equipment prior to assessment and treatment including:**
 - Mat table
 - Suction equipment
 - Nebulizer machine
- ❖ **Hand sanitizer available in all settings**
 - Use hand sanitizer immediately prior to student contact

Following Student Contact



- ❖ Place used suction catheter in disposable container
- ❖ Clean and disinfect table, suction equipment and nebulizer machine and all high touch surfaces.
- ❖ Air dry Nebulizer cannister and tubing.
- ❖ Discard used towelette
- ❖ Discard gloves, if used.
- ❖ Disinfect hands prior to next student contact

Health & Safety Protocols

Medication Passes



- ❖ **Clean and disinfect flat and high touch surfaces prior to setting up medication administration materials**
- ❖ **Clean and disinfect all equipment prior to administration, including:**
 - Medication cart
- ❖ **Hand sanitizer available in all settings**
 - Use hand sanitizer immediately prior to student contact
- ❖ **Fill water pitcher from bottle filling station**
- ❖ **Use disposable medicine cups and drinking cups for each student**

Following Student Contact



- ❖ Place used medicine cup and drinking cup in disposable container
- ❖ Disinfect hands prior to next student contact
- ❖ When medication passes completed, clean and disinfect cart and water pitcher

Health & Safety Protocols

Health Office Procedures



- ❖ **Clean and disinfect flat and high touch surfaces prior to setting up screening equipment.**
- ❖ **Clean and disinfect all equipment prior to assessing the student, including:**
 - Stethoscope
 - Pulse oximeter
 - Thermometer
 - Flat and high touch surfaces, including table and chairs
- ❖ **Hand sanitizer available in all settings**
 - Use hand sanitizer immediately prior to student contact
- ❖ **No video recording of students**

Following Student Contact



- ❖ Place used disposable equipment in disposable container
- ❖ Clean and disinfect stethoscope, pulse oximeter, thermometer and flat and high touch surfaces, including table and chairs
- ❖ Discard used towelette
- ❖ Discard gloves, if used
- ❖ Disinfect hands prior to next student contact

Health & Safety Protocols

Quarantine Room



- ❖ **Students will be escorted to the Quarantine room if they have the following symptoms: (student to be masked)**
 - Fever or chills(greater than 100.4)
 - Cough
 - Shortness of breath or difficulty breathing
 - Fatigue
 - Muscle or body aches
 - Headache
 - New loss of taste or smell
 - Sore throat
 - Congestion or runny nose
 - Nausea or vomiting
 - Diarrhea
 - Children have also presented inflammatory symptoms, such as bright red rashes, swollen lips, hands, and feet, as well as reddened or discolored palms and soles of the feet.
- ❖ **Gloves, face mask, face shield and gown are required for staff supervising student in room.**
- ❖ **Nursing is to be notified of student in room and must document visit.**
- ❖ **Staff to keep students at least six feet apart**
- ❖ **Follow district procedures for cleaning and maintaining room.**

Health & Safety Protocols

Meetings & Consultations



- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ Health Services Liaison Virtual Drop-In Office Hours
 - Wednesdays, 8:15 to 8:45 am
- ❖ Director of Special Services Virtual Drop-In Office Hours
 - Mondays, 8:00 to 9:00 am & Fridays, 2:30 to 3:30 pm

Health & Safety Protocols

PPE

Occupational Therapy

❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Desktop Shield**

- Use when needed for individual assessment
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

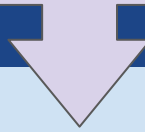
- ❖ **Determination for use of PPE will be made prior to initiating group/individ work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes (use gloves)**
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

OT Group & Observation Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **Prior to working with students:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves if in contact with bodily fluids
 - Wear clothing coverings if in contact with bodily fluids
 - The students must wash hands or use hand sanitizer immediately prior to the group
- ❖ **Limit items you bring into the classroom**
 - Students have individual sensory boxes at their desk for use
- ❖ **No sharing of materials between students.**
 - Students must maintain social distance during groups and stay at their individual work station/desk for activities
- ❖ **No video recording of students**
- ❖ **Scheduling is key**
 - Limit the classrooms you enter during the day to the minimum possible

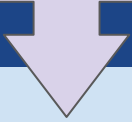
Following the session



- ❖ All toys/objects used by OT during the group session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by OT will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Remove clothing covering in between classrooms, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

Individual OT Session Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **If not working at the student's desk area, clean and disinfect all touch surfaces you will use prior to individual sessions**
 - Spray the surfaces and toys/objects with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Spray high touch surfaces you will use, including table/desk and chairs with Alpha-HP disinfectant and allow a 10 minute dwell time
- ❖ **Desktop Shield available at therapist's discretion**
- ❖ **No video recording of students**
- ❖ **Prior to working with the student:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves and clothing covering, if necessary
 - The students must wash hands or use hand sanitizer immediately prior to the session

Following the session



- ❖ All toys/objects used by OT during the session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by OT will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

OT Materials



- ❖ **Dispose of all single use items**
 - Use hand sanitizer following disposal of items
- ❖ **Disinfect materials**
 - All toys/objects and materials in direct contact with students
- ❖ **No stuffed animals or cloth toys**
- ❖ **No sharing of materials between students**
- ❖ **Location of materials**
 - Materials are not to be shared
 - Materials are student specific and cannot be stored together
 - No use of cart to move materials between rooms *(No sharing of materials)*

Meetings & Consultations



- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ OT Liaison Virtual Drop-In Office Hours
 - Wednesdays, 8:15 to 8:45 am
- ❖ Director of Special Services Virtual Drop-In Office Hours
 - Mondays, 8:00 to 9:00 am & Fridays, 2:30 to 3:30 pm

Health & Safety Protocols

PPE

School Psychology



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Desktop Shield**

- Use when needed for individual assessment
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

- ❖ **Determination for use of PPE will be made prior to initiating group/individ work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes (*use gloves*)**
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

Assessment Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **Clean and disinfect all touch surfaces you will use prior to the assessment session**
 - All toys/objects will be sprayed with Alpha-HP disinfectant and allow a 10 minute dwell time
 - Spray high touch surfaces, including table and chairs with Alpha-HP disinfectant and allow a 10 minute dwell time
- ❖ **Desktop Shield available at psychologist's discretion**
- ❖ **No video recording of students**
- ❖ **Prior to testing:**
 - Use hand sanitizer immediately prior to student contact.
 - The students must wash hands or use hand sanitizer immediately prior to the group
 - Student brings their own pencils to the test session
- ❖ **Scheduling is key**
 - Limit the classrooms you enter during the day to the minimum possible

Following the session



- ❖ All toys/objects used during testing will be first cleaned with soap/water, if visibly soiled
- ❖ All toys/objects used during testing will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Any materials that cannot be sanitized, must be placed in a 2-week quarantine
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

Group Work Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing protection and gloves available, as needed.

❖ **Prior to working with students:**

- Use hand sanitizer immediately prior to student contact
- Wear gloves if in contact with bodily fluids
- Wear clothing coverings if in contact with bodily fluids
- The students must wash hands or use hand sanitizer immediately prior to the group

❖ **Limit items you bring into the classroom**

- Students should use items/materials from their work area

❖ **No sharing of materials between students.**

- Students must maintain social distance during groups and stay at their individual work station/desk for activities

❖ **No video recording of students**

❖ **Scheduling is key**

- Limit the classrooms you enter during the day to the minimum possible

Following the session

- ❖ All toys/objects used by Psych during the session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by Psych will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Remove clothing covering in between classrooms, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

Psych Materials

- ❖ **Dispose of all single use items**
 - Use hand sanitizer following disposal of items
- ❖ **Disinfect materials**
 - All toys/objects and materials in direct contact with students
 - Student returns to classroom with their own pencils
- ❖ **No stuffed animals or cloth toys**
- ❖ **No sharing of materials between students**
- ❖ **Location of materials**
 - Any materials that cannot be sanitized, must be placed in a 2-week quarantine (test stimulus cards)
 - Testing materials shielded by the plexiglass barrier can be reused by the same psychologist

Meetings & Consultations

- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ Psych Liaison Virtual Drop-In Office Hours
 - Wednesdays, 2:30 to 3:30 pm
- ❖ Director of Special Services Virtual Drop-In Office Hours
 - Mondays, 8:00 to 9:00 am & Fridays, 2:30 to 3:30 pm

Health & Safety Protocols

PPE

Physical Therapy



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

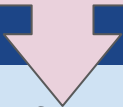
- ❖ **Determination for use of PPE will be made prior to initiating group/indiv work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes (*use gloves*)**
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

PT Group & Observation Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **Clean and disinfect all touch surfaces you will be using prior to group sessions**
 - Spray the surfaces and toys/objects with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Wipe down therapy equipment with disinfectant wipes and allow 3-minute dwell time
- ❖ **Prior to working with the student:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves and clothing covering, if needed
 - The students must wash hands or use hand sanitizer immediately prior to the group
- ❖ **No sharing of materials between students.**
 - Students must maintain social distance during groups and stay at their individual work station/desk for activities
- ❖ **No video recording of students**
- ❖ **Scheduling is key**
 - Limit the classrooms you enter during the day to the minimum possible

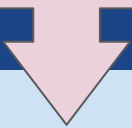
Following the session



- ❖ All toys/objects used by PT during the group session will be first cleaned with soap/water, if visibly soiled
- ❖ All toys/objects used by PT will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Wipe down therapy equipment with disinfectant wipes and allow 3-minute dwell time
- ❖ Remove clothing covering in between classrooms, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

Individual PT Session Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **Clean and disinfect all touch surfaces you will be using prior to individual sessions**
 - Spray the surfaces and toys/objects with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Wipe down therapy equipment with disinfectant wipes and allow 3-minute dwell time
- ❖ **No video recording of students**
- ❖ **Prior to working with the student:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves and clothing covering, if needed
 - The students must wash hands or use hand sanitizer immediately prior to the session

Following the session



- ❖ All toys/objects used by PT during the session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by PT will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Wipe down therapy equipment with disinfectant wipes and allow 3-minute dwell time
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

PT Materials

- ❖ **Dispose of all single use items**
 - Use hand sanitizer following disposal of items
- ❖ **Disinfect materials**
 - All materials and equipment in direct contact with students
- ❖ **No stuffed animals or cloth toys**
- ❖ **Rolled towels can be used for positioning instead of pillows, if the pillow surface cannot be wiped down**
- ❖ **No sharing of materials between students**
- ❖ **Location of materials**
 - Materials are not to be shared
 - Materials are student specific and cannot be stored together
 - No use of cart to move materials between rooms *(No sharing of materials)*

Meetings & Consultations

- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ Department, Committee & PLC meetings held through Google Meet
- ❖ PT Liaison Virtual Drop-In Office Hours
 - Wednesdays, 8:15 to 8:45 am
- ❖ Director of Special Services Virtual Drop-In Office Hours
 - Mondays, 8:00 to 9:00 am & Fridays, 2:30 to 3:30 pm

Health & Safety Protocols

PPE

Speech & Language Therapy



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Clear masks provided for SLPs working with students with hearing loss
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Desktop Shield**

- Use when needed for individual sessions and assessment
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothes*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

- ❖ **Determination for use of PPE will be made prior to initiating group/individ work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes** (*use gloves*)
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry.

Health & Safety Protocols

PPE in Speech Therapy Guidelines

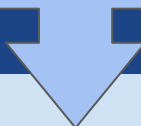


If student progress is being hindered by the use of your PPE because they are unable to see your mouth and facial expressions follow the below steps.

- 1. Provide evidence through data to your supervisor for discussion**
- 2. Try the use of a clear mask**
 - a. If significant progress is not being made
 - b. Provide evidence through data to your supervisor for discussion
- 3. Provide therapy through video (teletherapy format) without a mask**
 - a. If significant progress is not being made
 - b. Provide evidence through data to your supervisor for discussion
- 4. Use of a face shield alone**
 - a. Practice strict adherence to social distancing when wearing a face shield only

Health & Safety Protocols

SLP Group & Observation Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing protection and gloves available, as needed.



- ❖ **Prior to working with students:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves if in contact with bodily fluids
 - Wear clothing coverings if in contact with bodily fluids
 - The students must wash hands or use hand sanitizer immediately prior to the group
- ❖ **Limit items you bring into the classroom**
 - Students should use items/materials from their work area
- ❖ **No sharing of materials between students**
 - Students must maintain social distance during groups and stay at their individual work station/desk for activities
- ❖ **No video recording of students**
- ❖ **Scheduling is key**
 - Limit the classrooms you enter during the day to the minimum possible

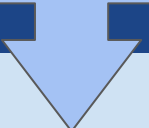
Following the session



- ❖ All toys/objects used by SLP during the group session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by SLP will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Remove clothing covering in between classrooms, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

Individual SLP Session Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing protection and gloves available, as needed.



- ❖ **If not working at the student's desk area, clean and disinfect all touch surfaces you will use prior to individual sessions**
 - Spray the surfaces and toys/objects with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Spray high touch surfaces you will use, including table/desk and chairs with Alpha-HP disinfectant and allow a 10 minute dwell time
- ❖ **Desktop Shield available at therapist's discretion**
- ❖ **No video recording of students**
- ❖ **Prior to working with the student:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves and clothing covering, if necessary
 - The students must wash hands or use hand sanitizer immediately prior to the session

Following the session



- ❖ All toys/objects used by the SLP during the session will be first cleaned with soap/water, if visibly soiled
- ❖ All toys/objects used by the SLP during the session will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Any materials that cannot be sanitized, must be placed in a 2-week quarantine
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

SLP Materials



- ❖ **Dispose of all single use items** (*i.e., tongue depressors*)
 - Use hand sanitizer following disposal of items
- ❖ **Disinfect materials**
 - All toys/objects and materials in direct contact with students
 - Student returns to classroom with their own pencils
- ❖ **No stuffed animals or cloth toys**
- ❖ **No sharing of materials between students**
- ❖ **Location of materials**
 - Any materials that cannot be sanitized, must be placed in a 2-week quarantine (test stimulus cards)
 - Testing materials shielded by the plexiglass barrier can be reused by the same SLP

Meetings & Consultations



- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ Department, Committee & PLC meetings held through Google Meet
- ❖ Support Coordinator/SLP Liaison Virtual Drop-In Office Hours
 - Wednesdays, 8:15 to 8:45 am

Health & Safety Protocols

PPE

School Social Work



❖ **Gloves**

- Several sizes so gloves fit snugly; vinyl or nitrile
- Required when contact with bodily fluids is likely (e.g. mucus secretions, saliva, tears, etc...)
- Use if you have open sores or scratches on your hands

❖ **Face Masks**

- Each employee provided 5 cloth masks
- Masks are changed daily or when soiled
- Use consistently in the presence of students and adults
- Maintenance and cleaning responsibility of employee

❖ **Face Shield**

- Use consistently with direct student contact & in classrooms
- Maintenance and cleaning responsibility of employee

❖ **Clothing Coverings (*to be worn over your clothing*)**

- Required when contact with bodily fluids is likely (e.g. presence of mucus secretions, saliva, tears, etc...)
- If used, change between going into classrooms or if soiled
- After use, place in designated location
- Minimize the classrooms you enter during the day
- If interested, personal scrubs are an acceptable option to wear at work

Health & Safety Protocols

PPE Decision Guidelines

- ❖ **Determination for use of PPE will be made prior to initiating group/individ work and/or observations**
 - Use of PPE always required in the presence of a medically fragile student
 - Use of face mask and face shield is required during the school day
 - Gloves & clothing coverings are required when in contact with bodily fluids (e.g. mucus secretions, saliva, tears, etc...)
 - Use of PPE at the discretion of the clinician in Phase 5 of the Governor's Restore Illinois Plan
 - Use of PPE (beyond Phase 5) advised in presence of bodily fluids (e.g. mucus secretions, saliva, tears)
- ❖ **SEDOL employees that work in our member districts, at a minimum, will follow that district's health and safety protocols**
 - Use of additional SEDOL provided PPE will be an exception if the member district protocols do not reflect SEDOL's Health and Safety Protocols, in whole or part
- ❖ **Maintain social distancing when not directly interacting with student(s)**

Available Disinfectants

- ❖ **Alpha-HP disinfectant spray**
 - Spray item/surface thoroughly. Allow 10 minute dwell (dry) time
- ❖ **Disinfectant Wipes (*use gloves*)**
 - Visibly wet object/surface. Allow 3 minute dwell (dry) time
- ❖ **Hand Sanitizer**
- ❖ **Soap/hot water**
 - Allow items to completely air dry

Health & Safety Protocols

SW Group & Observation Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.

- ❖ **Prior to working with students:**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves if in contact with bodily fluids
 - Wear clothing coverings if in contact with bodily fluids
 - The students must wash hands or use hand sanitizer immediately prior to the group
- ❖ **Limit items you bring into the classroom**
 - Students should use items/materials from their work area
- ❖ **No sharing of materials between students.**
 - Students must maintain social distance during groups and stay at their individual work station/desk for activities
- ❖ **No video recording of students**
- ❖ **Scheduling is key**
 - Limit the classrooms you enter during the day to the minimum possible

Following the session

- ❖ All toys/objects used by social worker during the group session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by social worker will be sprayed with Alpha-HP disinfectant and allowed a 10 minute dwell time
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

Individual SW Session Preparation: Practice hand washing procedures prior to each session. Face shield and mask must be worn. Clothing covering and gloves available, as needed.



- ❖ **If not working at the student's desk area, clean and disinfect all touch surfaces you will use prior to individual sessions**
 - Spray the surfaces and toys/objects with Alpha-HP disinfectant and allowed a 10 minute dwell time
 - Spray high touch surfaces you will use, including table/desk and chairs with Alpha-HP disinfectant and allow a 10 minute dwell time
- ❖ **No video recording of students**
- ❖ **Prior to working with the student**
 - Use hand sanitizer immediately prior to student contact
 - Wear gloves and clothing covering, if necessary
 - The students must wash hands or use hand sanitizer immediately prior to the session

Following the session



- ❖ All toys/objects used by social worker during the session will be first cleaned with soap/water if visibly soiled
- ❖ All toys/objects used by social worker will be sprayed with Alpha-HP disinfectant and allow a 10 minute dwell time
- ❖ Remove clothing covering, if used
- ❖ Discard gloves, if used, and wash hands
- ❖ Wash hands before and after returning items to storage location

Health & Safety Protocols

SW Materials

- ❖ **Dispose of all single use items**
 - Use hand sanitizer following disposal of items
- ❖ **Disinfect materials**
 - All toys/objects and materials in direct contact with students
- ❖ **No stuffed animals or cloth toys**
- ❖ **No sharing of materials between students**
- ❖ **Location of materials**
 - Materials are not to be shared
 - Materials are student specific and cannot be stored together
 - No use of cart to move materials between rooms (No sharing of materials)

Meetings & Consultations

- ❖ Any parent/teacher conferences, IEP meetings, and other meetings between staff and visitors/families will be held remotely.
 - However, if parents/guardians are unable to engage in a required meeting remotely, socially distanced in-person meetings may be held.
- ❖ Consultations held through Google Meet whenever possible
- ❖ Problem-solving & Team meetings held through Google Meet
- ❖ SW Liaison Virtual Drop-In Office Hours
 - Wednesdays, 2:30 to 3:30 pm
- ❖ Director of Special Services Virtual Drop-In Office Hours
 - Mondays, 8:00 to 9:00 am & Fridays, 2:30 to 3:30 pm