



Keynote Address

HOME | **SUMMER INSTITUTE 2020** | WINTER CONFERENCE 2020 | STAY INFORMED | MEET THE BOARD

"The Impact of the Coronavirus on our Children and our Schools"
Illinois Council for Children with Behavioral Disorders

Summer Institute 2020

Dr. Dean Cantu

**Associate Dean and Director, Department of Education, Counseling, & Leadership
Bradley University**



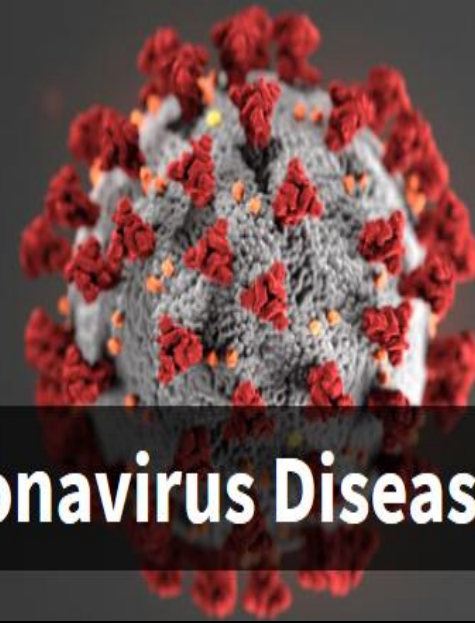
CORONAVIRUS DISEASE 2019 (COVID-19) INFORMATION & RESOURCES



Stay in Place. Maintain Your Space. Cover Your Face.



Coronavirus COVID-19



Coronavirus Disease (COVID-19)



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Summer Institute 2020

COVID-19 Coronavirus Pandemic

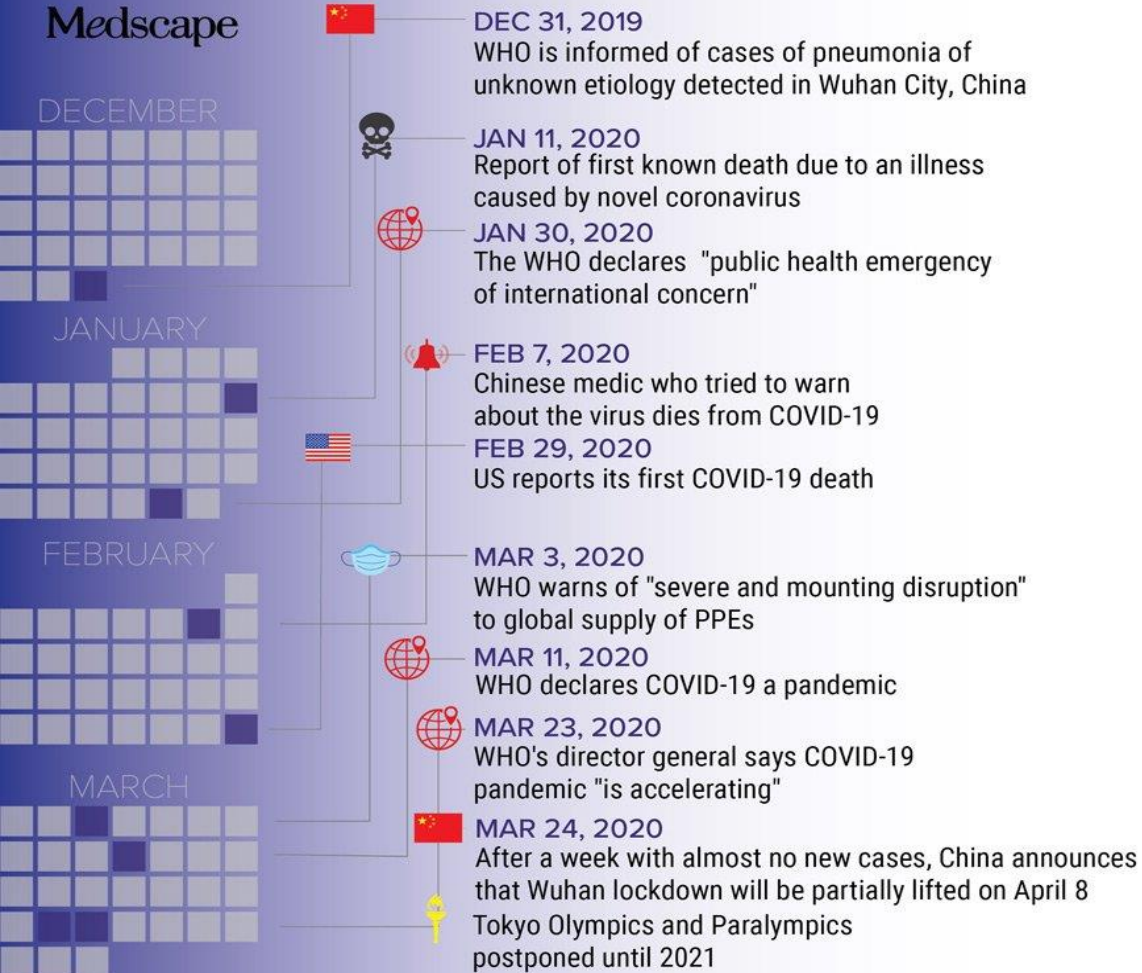


Medscape
Coronavirus Resource Center

Visit Now

Coronavirus Pandemic Timeline

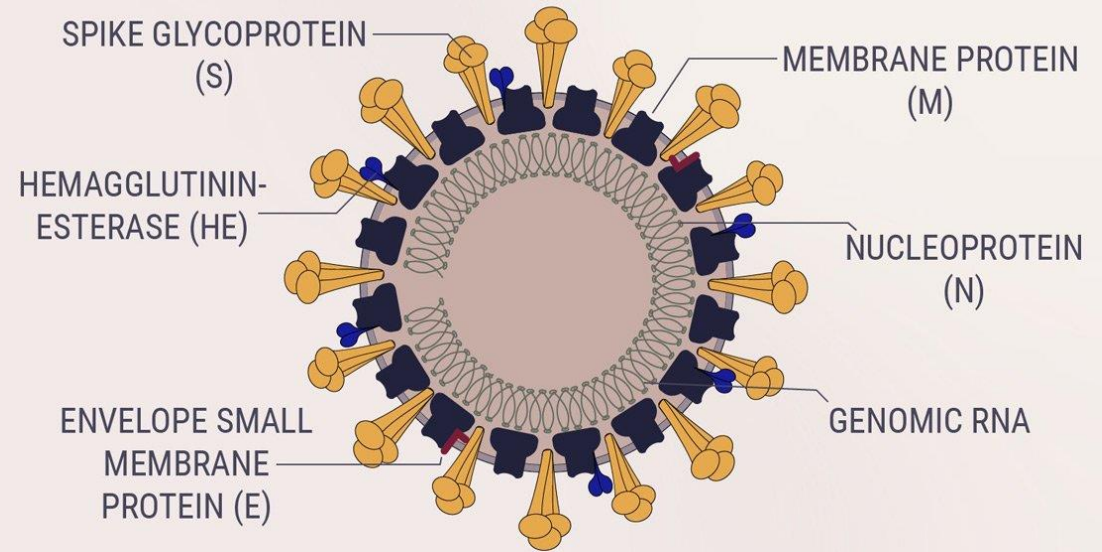
Medscape



COVID-19

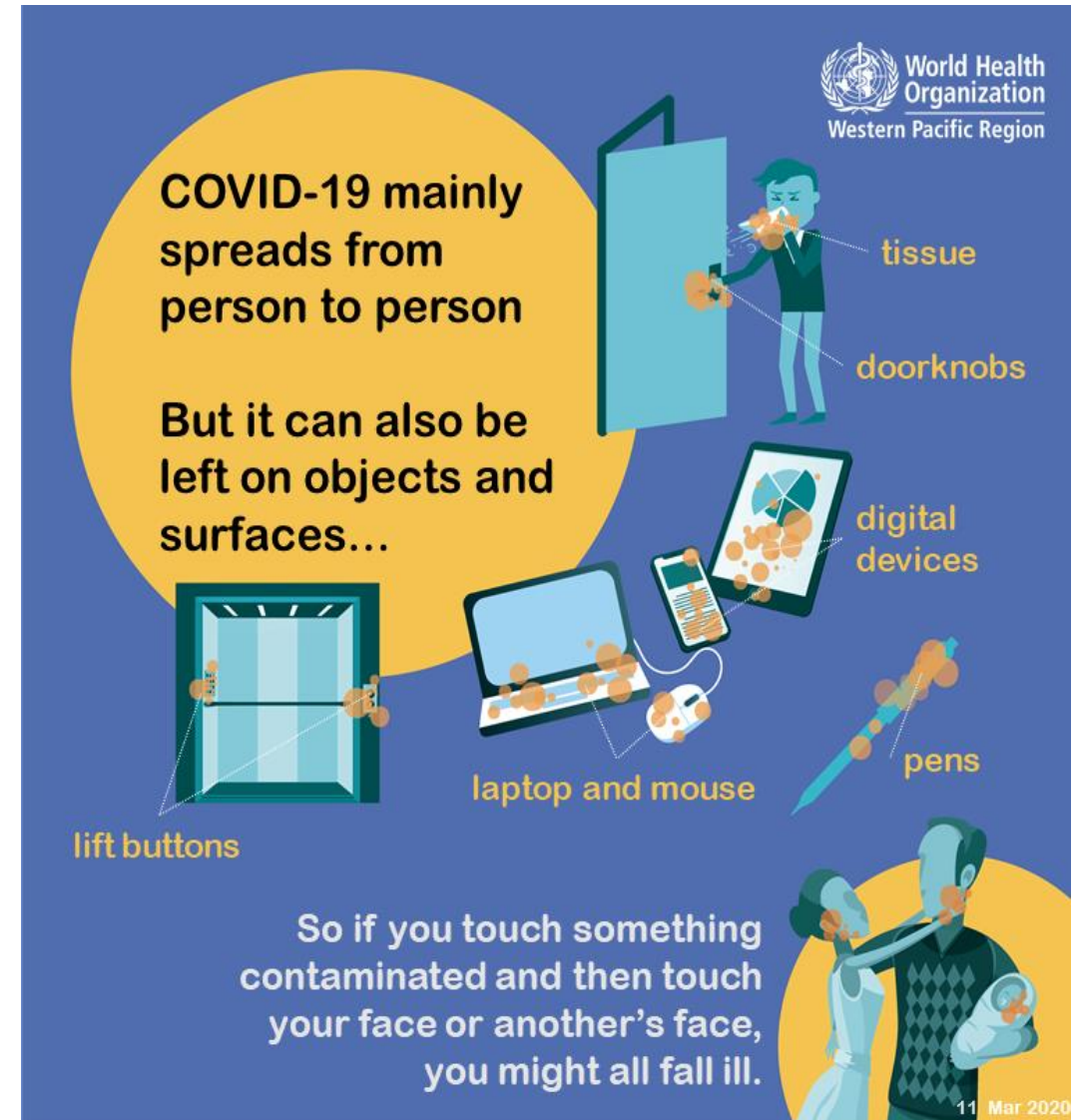
Medscape

The virus associated with the **outbreak originating in Wuhan, China**, has been designated **severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2)**. The disease caused by that virus is now officially called **COVID-19**.



Coronavirus at a Glance: Infographic

COVID-19 SYMPTOMS MAY INCLUDE*:



Coronavirus cases in the United States

4,502,549 confirmed cases • 152,431 reported deaths

10 cases · · · · · 25,000 cases

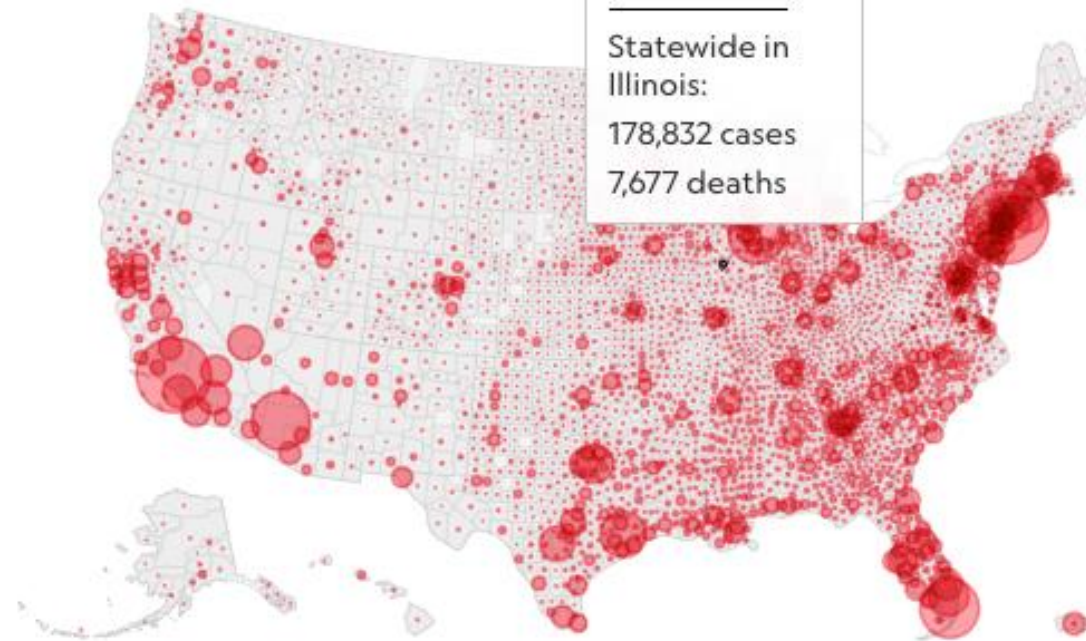


See the full map at [National Geographic](#). Data as of July 31, 2020, 7:45 A.M. E.T.
National Geographic Magazine staff, Paul Buffa. Source: The New York Times; counts for Alameda County include cases and deaths from Berkeley and the Grand Princess cruise ship and counts for Douglas County include cases brought to the state from the Diamond Princess cruise ship.

Coronavirus cases in the United States

4,502,549 confirmed cases • 152,431 reported deaths

10 cases 25,000 cases



Peoria, Ill.
1,189 cases
34 deaths

Statewide in
 Illinois:
 178,832 cases
 7,677 deaths

See the full map at [National Geographic](https://www.nationalgeographic.com/magazine/2020/07/coronavirus-map/). Data as of July 31, 2020, 7:45 A.M. E.T.

National Geographic Magazine staff, Paul Buffa. Source: The New York Times; counts for Alameda County include cases and deaths from Berkeley and the Grand Princess cruise ship and counts for Douglas County include cases brought to the state from the Diamond Princess cruise ship.

CDC COVID Data Tracker

Explore and understand coronavirus disease (COVID-19)
Maps, charts, and data provided by the Centers for Disease Control and Prevention

- Case Trends ▾
- Testing
- Serology Surveillance
- Trends in ED Visits
- Mobility
- Societal Impact ▾
- Resources ▾

Case Trends > Cases

United States COVID-19 Cases and Deaths by State

Reported to the CDC since January 21, 2020

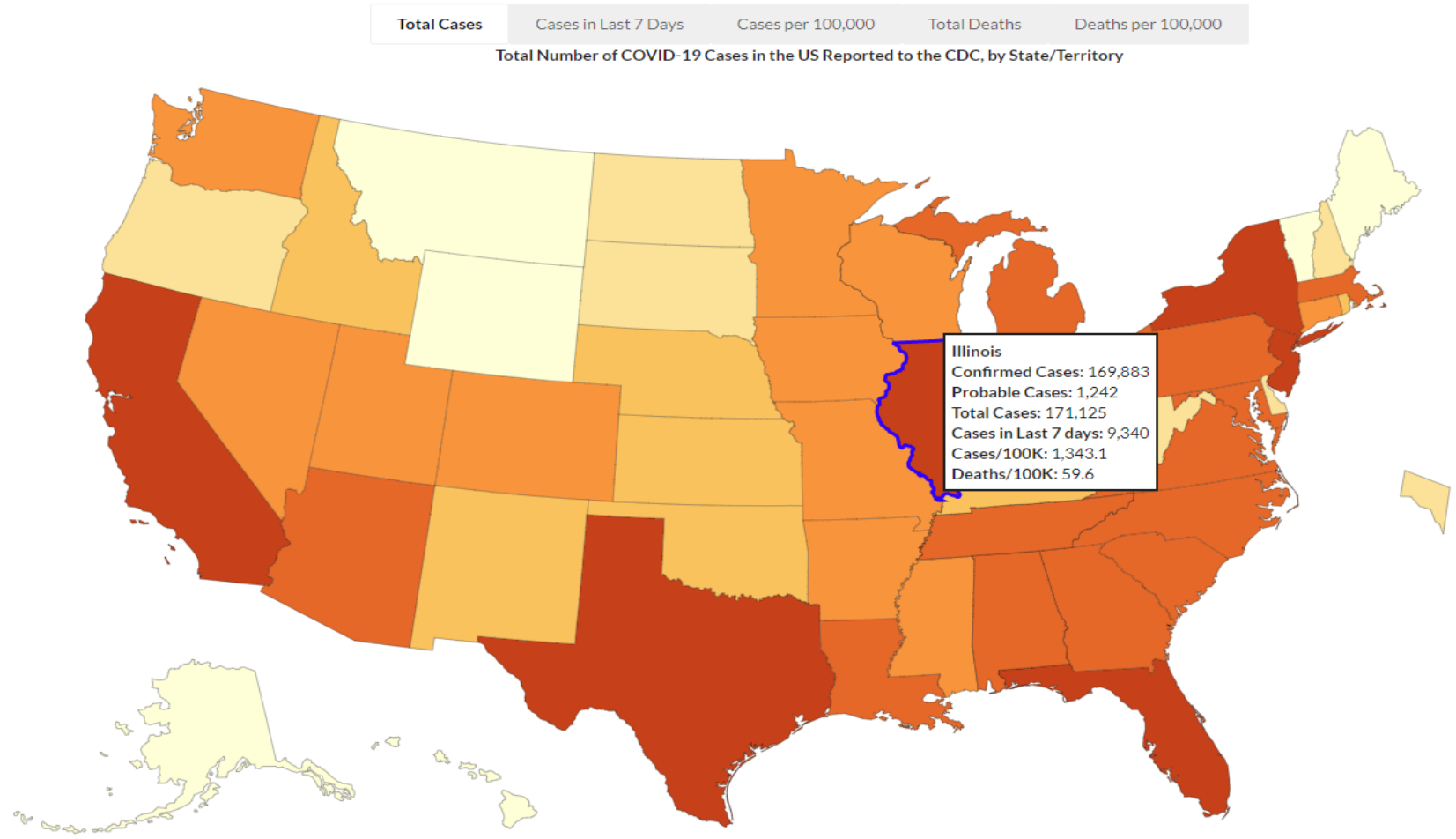
USA
4,163,892
TOTAL CASES
CDC | Updated: Jul 26 2020 12:32PM

USA
145,942
TOTAL DEATHS
CDC | Updated: Jul 26 2020 12:32PM

USA
1,270.4
Cases per 100,000
People
CDC | Updated: Jul 26 2020 12:32PM

Total Cases by State/Territory

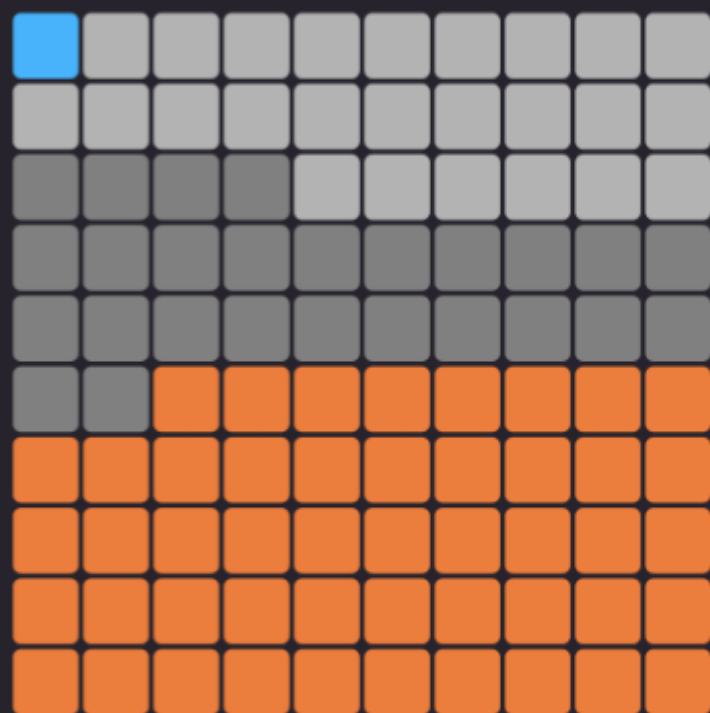
State/Territory	Total Cases	Confirmed	Probable
California	445,400	N/A	N/A
Florida	409,585	N/A	N/A
Texas	375,846	N/A	N/A
New York City*	224,894	220,266	4,628
New York*	187,668	N/A	N/A



Multiple Conditions Increase Risk

Serious conditions present in those who have died

1% no conditions



average age of victim in this analysis was 79

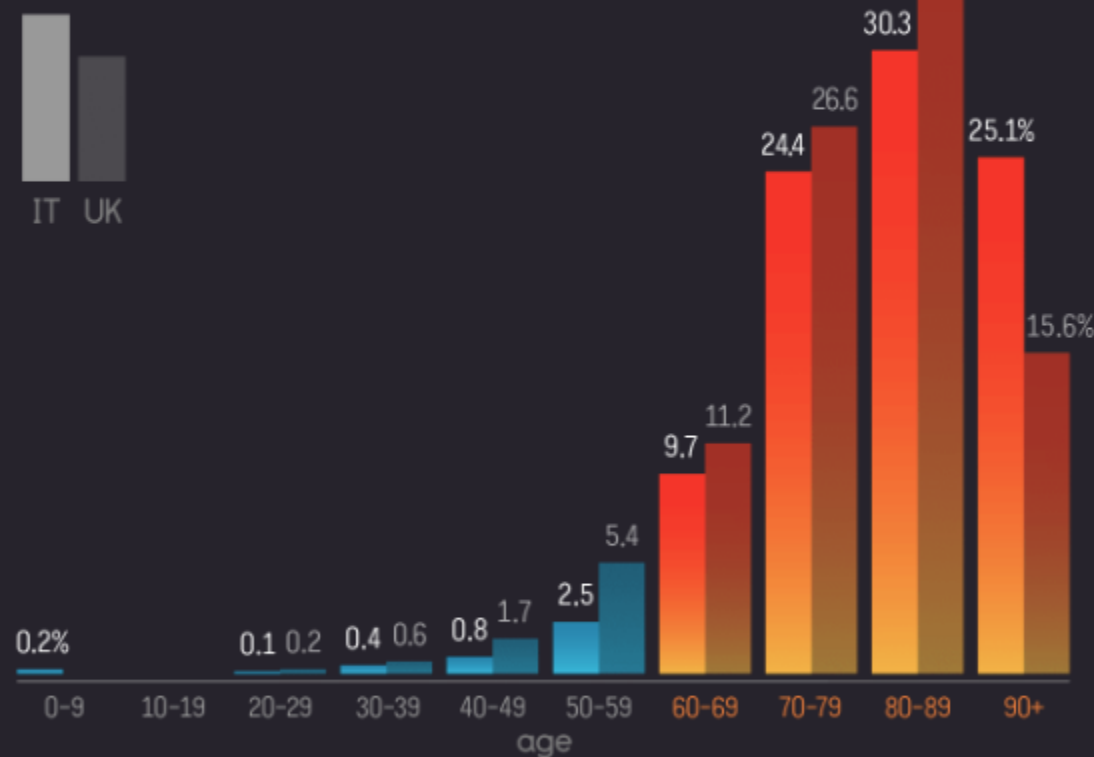
having these conditions does not mean you will die of the disease - they are just risk factors

Active cancer, Atrial fibrillation, Chronic Obstructive Pulmonary Disease (COPD), Dementia, Diabetes, Heart disease, Hypertension, Liver disease (chronic), Renal failure (chronic), Stroke

study of 355 deaths from 16,925 confirmed cases in Italy
source: Italian Portal of Epidemiology for Public Health

Those Aged 60+ are Most At Risk...

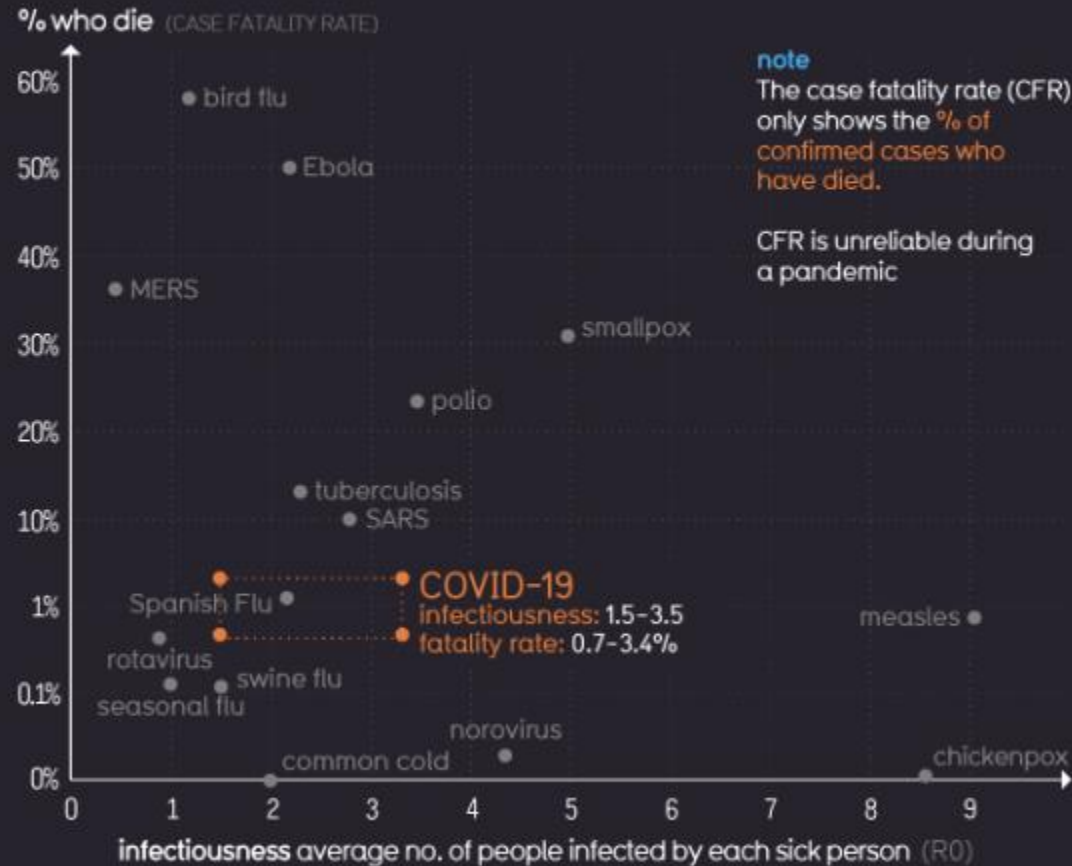
% of deceased (Italy & UK)



study of 3,372 death cases in UK & 21,551 deaths in Italy
sources: Italian Portal of Epidemiology for Public Health, UK Office of National Statistics

How Contagious & Deadly is It?

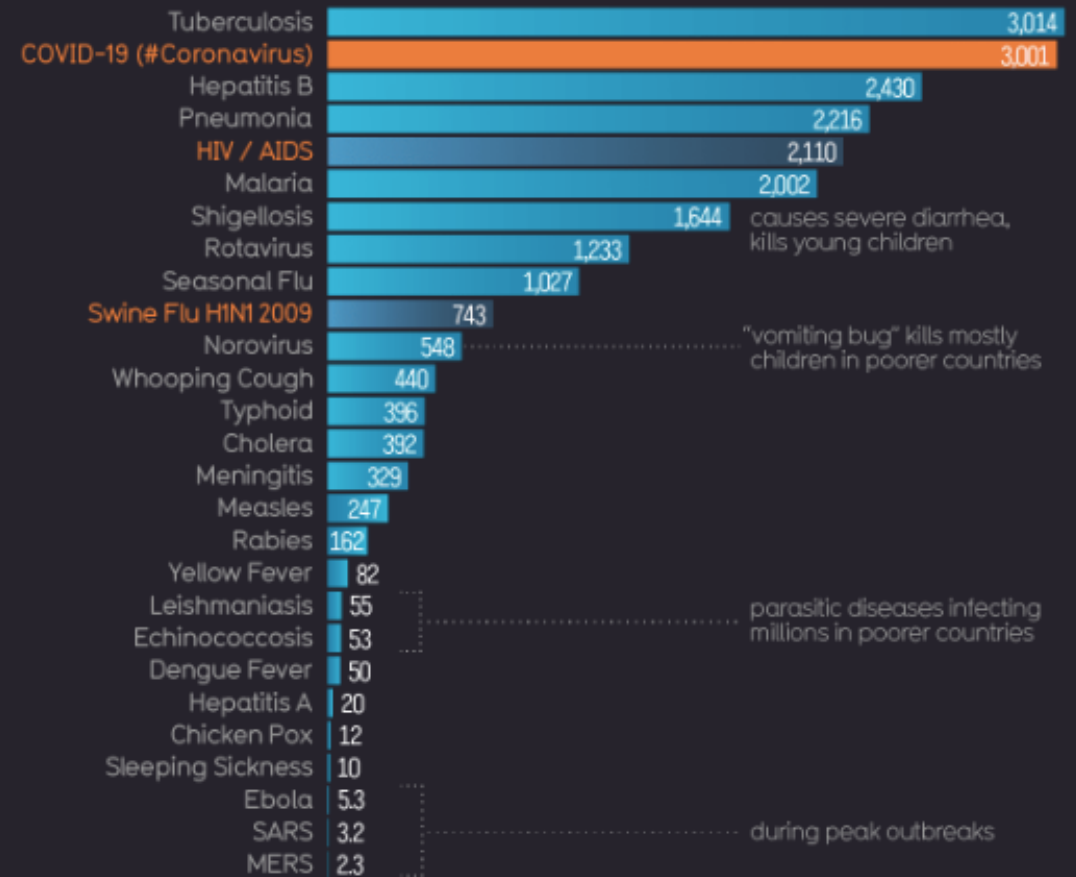
We don't fully know yet but it's in **this range**



sources: US Centers for Disease Control & Prevention, WHO, New York Times

updated 22nd Jul 2020

Average Disease Deaths per Day Worldwide



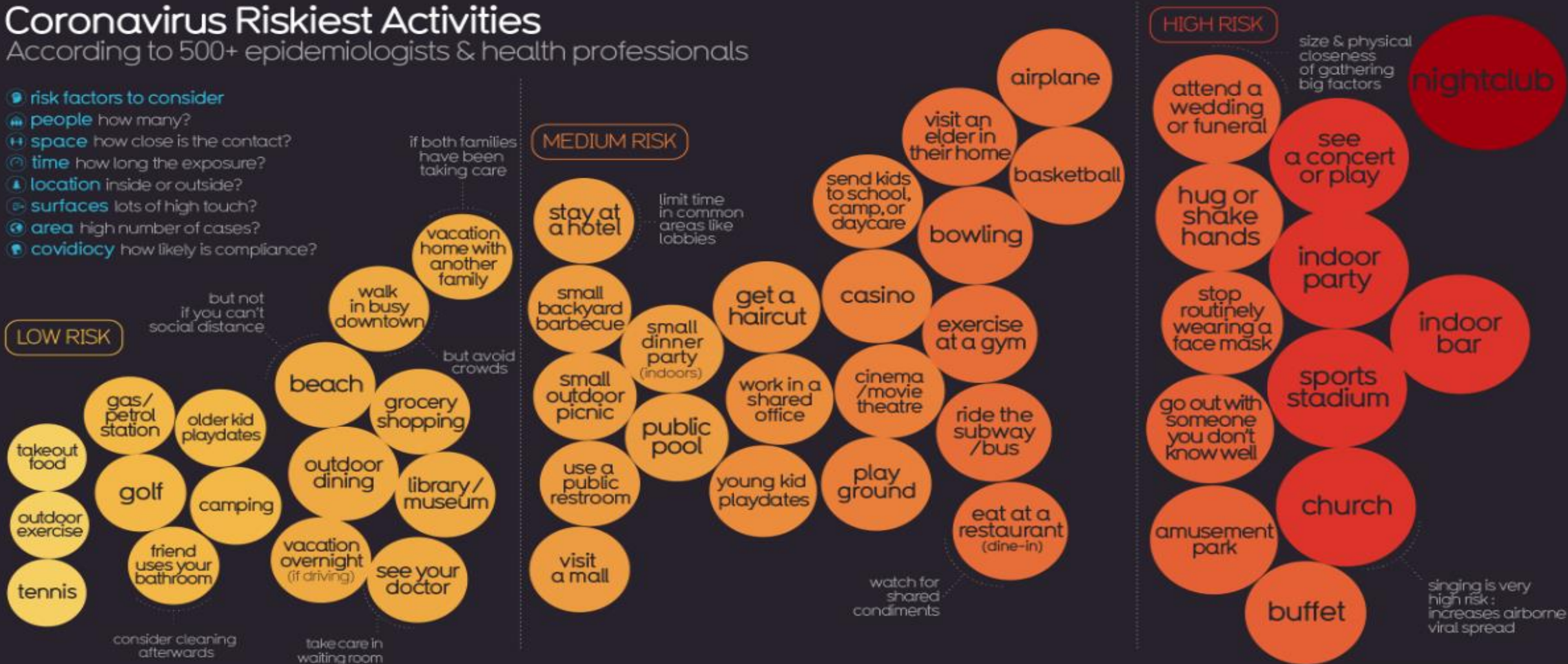
pandemic (global outbreak) **endemic** (always around)
sources: US Centres for Disease Control, WHO, The Lancet

Coronavirus Riskiest Activities

According to 500+ epidemiologists & health professionals

risk factors to consider

- people** how many?
- space** how close is the contact?
- time** how long the exposure?
- location** inside or outside?
- surfaces** lots of high touch?
- area** high number of cases?
- covidcioc** how likely is compliance?



Risk reduced by wearing a mask, social distancing & washing hands

informationisbeautiful

sources: New York Times, Reuters, NPR, SF Gate & others



ANTI-MASK MEETING
TONIGHT (Saturday) JAN. 25
DREAMLAND RINK
 To Protest Against the Unhealthy Mask Ordinance
 Extracts will be read from State Board of Health Bulletin showing compulsory mask wearing to be a failure.
Eugene E. Schmitz and other interesting speakers.
 Admission Free.



Thursday, November 7th, 1918

CORPORATION OF THE CITY OF KELOWNA
PUBLIC NOTICE

Notice is hereby given that, in order to prevent the spread of Spanish Influenza, all Schools, public and private, Churches, Theatres, Moving Picture Halls, Pool Rooms and other places of amusement, and Lodge meetings, are to be closed until further notice.

All public gatherings consisting of ten or more are prohibited.

D. W. SUTHERLAND,
 Mayor.

Kelowna, B.C.,
 19th October, 1918.



Spanish Flu
Flu Pandemic of 1918-1919

INFLUENZA ENCYCLOPEDIA

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An estimated 650,000 Americans lost their lives to the infamous and tragic 1918-1919 influenza epidemic, a small but significant fraction of the approximately 50 million deaths the disease caused worldwide.



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Baltimore American
October 8, 1918, p. 14



PNEUMONIA AND FLU STILL UNCHECKED IN CITY AND STATE; SCHOOLS CLOSED

Diseases Continue Ravages and Official Baltimore No Longer Seeks to Minimize the Situation.

MANY INDUSTRIES HAVE BEEN CRIPPLED

Death Rate Continues High and Number of New Cases Is Not Decreasing—More Drastic Action Likely to Follow Move by School Board—Dr. Blake Still Opposes Closing of Amusement Places—Great Need for Overflow and Emergency Hospitals.

ALL SCHOOLS WILL CLOSE FOR A WEEK

Board Suspends Sessions Because of Epidemic.

HALF OF PUPILS ARE ABSENT

Thirty Thousand Remain at Home and Teaching Staffs Are Gripped. Janitors and Other Help Reduced and Classrooms Frigid—Dr. Blake Attends Meeting and Explains His Opposition—Plan to District City to Insure Proper Medical Aid.

SITUATION BECOMES WORSE

It has been found no longer possible to attempt to minimize the influenza and pneumonia situation in Baltimore and Maryland. Drastic action has been found the only possible means of coping with the twin diseases. If they are to be checked, Today the public schools will be closed for at least a week. The parochial and private schools are expected to follow suit.

Yesterday's statistics are as follows:
 In Baltimore, 22 deaths from influenza complicated by pneumonia; 7 deaths from pneumonia. New cases, 884.
 At Camp Meade, 77 deaths; new cases, 397.
 At Fort McHenry, 14 deaths; new cases, 20.
 At Camp Holabird, new cases, 4.
 Throughout the state, exclusive of Baltimore, there were perhaps 16 deaths, and 87 new cases.
 At Fort Howard, new cases, 1.
 Approximate total deaths, 130. Total new cases, 1,289.

In view of the utter futility of all efforts to put a check on the influenza and pneumonia situation in Baltimore, and also of the continued ravages of the twin diseases, official Baltimore is no longer seeking to minimize the gravity of conditions.

Industries, commercial and other enterprises, are practically paralyzed so, the spread of the maladies is so sweeping as to warrant, at least, some drastic action in preventive measures.

Foremost in this direction will be the closing of all the public schools today for an indefinite period.

Secondly, the suggestion has been made that the city be distributed and physicians alerted so as to insure the proper care and nursing of patients. Thirdly, overflow and emergency hospitals may be established, and finally, it is believed, the public places of amusement will come under drastic regulations, or be closed entirely.

NO INCREASE NOTED

Opinion on this latter move is so widely divided that the step probably will not be taken immediately.

In Baltimore yesterday 84 new cases were reported while 32 died from influenza, complicated by pneumonia, and with seven deaths from the latter.

Throughout the State of Maryland 87 new cases were called to the attention of the State Board of Health and these are divided as follows: Annapolis, 11; Anns Arundel, 51; Baltimore, 120; Calvert, 7; Carroll, 4; Charles, 11; Frederick, 7; Howard, 1; Kent, 1; Montgomery, 1; Talbot, 2; Worcester, 5; Washington, 4; Wicomico, 2; and Worcester, 1. There were about 19 deaths officially traced to the flu.

Practically every industry of the city is on the verge of paralysis owing to their employees being absent and ill.

RAILWAYS AFFECTED.

The United Railways and Electric Company reported at the meeting that it had received orders from the Interstate Commerce Commission to suspend its Baltimore service for a week.

and also medicine. The service yesterday sent four cases to the Marine Hospital, two of which were suffering from severe attacks of pneumonia. Twelve men were treated in the office and those ordered home and told to go immediately to bed. All of the cases were men employed as sailors on the different ships in the harbor.

Having consulted with a number of physicians the faculty of Bryn Mawr School decided to suspend the sessions of the school until the epidemic has abated.

Many of the meetings scheduled at the T. W. O. A. are postponed, including the Thursday night Red Cross meeting and the Friday night Bible class rally.

NURSES BADLY NEEDED.

Graduate or under-graduate nurses who are willing to contribute their services in assisting the authorities in combating with these twin diseases are urged to report at once at the headquarters of the Women's

In view of the deteriorated conditions in the public schools, it was decided at a special meeting of the School Board held yesterday afternoon, to close all the public schools in the city, and the board will meet again next Monday afternoon and decide that if conditions warrant opening the schools next week. The private and parochial schools not already closed, are expected to follow suit.

Superintendent of Schools Charles J. Koch announced at the meeting that the reports yesterday showed that 20,000 children were absent from school, and also 23 teachers. This number is more than 40 per cent of the children attending school at the present time. While it was thought that a large percentage are ill, many remained away through fear.

CLASSROOM COLD.

It was also pointed out that the Fire Administrator had issued orders that no fuel should be used before November 1, and because of this the schools have not been heated. There is also a scarcity of firemen and engineers in the schools, owing to the large salaries that are being paid men of this class by the government, and the school officials have had trouble keeping men.

Health Commissioner Blake was invited to appear before the meeting and took in detail why he was opposed to closing theaters and other public places. In a table of statistics read to the board, it was shown that colored people are not, as a rule, subject to the "flu" and that at School No. 106 only 6 per cent of the pupils were absent.

Some of the white schools showed that 45 per cent of the pupils were absent yesterday, but the average ran over 50 per cent. Not all the school commissioners were in favor of closing the schools, and Dr. Albert T. Chambers made a hearty statement, in which he agreed with what Dr. Blake had said.

WOULD DISTRICT CITY.

Dr. James M. Doelevert was not only in favor of closing the schools but went so far as to state that he thought it would not be a bad idea to have the city distributed so that doctors could be assigned to districts

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THE WINNIPEG EVENING TRIBUNE

GOOD-BYE "FLU"—WE'RE THROUGH WITH YOU!

Thursday, Nov. 28
Health Authorities Take

BAN OFF THEATRES
Cheer Up, Public!

It's Safe—Absolutely Safe—to See Your Favorite Hero or Heroine Screened on the Film from Thursday on.

Theatres Glisten with Cleanliness. They've been Scrubbed, Scoured, Disinfected, Renovated, Cleaned, and every Crook and Cranny Ventilated and Temperatured.

Safer—Cleaner—Better Than Ever

NEW ATTRACTIONS! NEW FEATURES! NEW TALENT!

Best Films and Theatrical Talent procurable in U.S. or Canada will be shown During Coming Weeks.

Study the Tribune Movie Ads | Come on down Father, Mother, Sister, Brother. Feed that starved Movie Appetite with the Best in Filmdom. | Pick Out Your Show for Thursday Night

Winnipeg Evening Tribune

SCHOOL OPENING IS POSTPONED

Work Will Not Be Resumed Monday as Had Been Announced.

Altho Dr. William H. Sharpley, manager of health, gave his permission for all except nine of the public schools of the city to open Monday, following the enforced vacation during the influenza epidemic, the schools will not open on that day and may not resume during the week.

The school board, swamped with protests from parents and persons living near the schools against the reopening, has decided to meet Wednesday and take up the matter. The board has sole authority in the matter of resuming school work.

It is understood Supt. Carlos M. Cole will tell the board he believes a number of schools in addition to the nine named by the manager of health, should not be opened this week. This also will be decided at the meeting Wednesday.

Will Hold Session

Up to the present, twenty-three school days have been lost during the epidemic and the board will discuss means of making up this time. While some of the students have been studying at home, the majority of them have not and it is impossible to give credits for the work accomplished. It is expected that the time lost will have to be made up by shortening the vacations at Thanksgiving, Christmas, Easter and giving up the holidays on Washington's and Lincoln's Birthdays, Flag day and Decoration day. However, nothing has been decided upon yet.



Rocky Mountain News
November 9, 1918, p. 4

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The Spokesman-Review
Spokane, Washington
November 12, 1918, p. 7



When In Quarantine

PEOPLE who are in quarantine are not isolated if they have a Bell Telephone.

The Bell Service brings cheer and encouragement to the sick, and is of value in countless other ways.

Friends, whether close at hand or far away, can be easily reached, because Bell Service is universal service.



NEW YORK TELEPHONE CO.

PLAN TO MAKE UP LOST SCHOOL TIME

Will Convene at 8:30 A. M. When Present Quarantine Is Revoked.

CUT DOWN ON VACATIONS

Christmas Holidays Will Be Cut to Two Days—New Teachers Elected.

Plans for making up the 28 days of school lost by the influenza quarantine, provided the ban is lifted by next Monday, were unanimously adopted by the school board last night as proposed by Superintendent O. C. Pratt. School will start at 8:30 a. m. under the new plan.

The plan is to use every available school day. School will not be in session on legal holidays; that is, on Thanksgiving day and the day after, Christmas day, New Year's day and Memorial day.

Holidays in April.

School will not be in session Thursday and Friday, April 3 and 4, when the Inland Empire Teachers' association meets in Spokane.

The school year will be extended a week more than originally planned so that the commencement will fall on Friday, June 13, instead of Friday, June 6.

The school day will be lengthened a half hour. In the high schools the added period would be placed at the close of the school day, extending the closing time from 2:45 to 3:15 p. m.

Calendar Had 185 Days.

The school calendar as originally planned consisted of 185 actual school days. Twenty-four school days were put in before the schools were closed and at the end of this week they will have been closed 28 days.

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Minneapolis Morning Tribune
November 16, 1918, p. 22



Board Refuses Blame for Pupils' Health

**Claim Increase of Illness Due to
"Lawlessness and Question-
able Activities."**

**Recommendation to Reopen the
Schools Monday Meets With
Favor—To Use More Coal.**

Declaring that responsibility for the increase in the number of cases of illness that may appear in the schools after their reopening must be attributed not to the reopening of schools but to "increasing lawlessness on the part of the children noted and reported from all parts of the city" and to "questionable activities of many of them" during the enforced vacation while the city was under the influenza ban and the normal restraining influence of the schools was removed, the Board of Education at a special meeting yesterday afternoon voted unanimously to reopen the schools Monday, November 18. The action of the board followed immediately the lifting of the influenza ban by the city health department.

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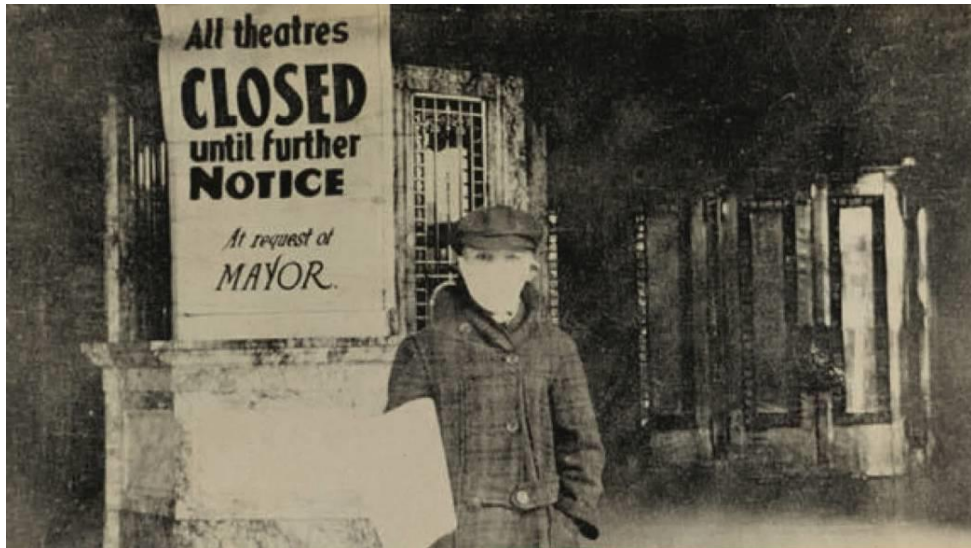
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PUPILS IN SCHOOL IN LITTLE DANGER OF "FLU," SAYS BOARD

Influenza conditions can be more effectively fought with children attending classes than staying away from school.

This is the conviction of William A. Greeson, superintendent of schools, a conviction backed by the board of education and the health officer.

"The board of education has felt it a duty to keep the schools open and will continue to do so unless the health officer orders them closed. How would it improve the situation if the schools were closed?" Mr. Greeson asks.

"If parents are afraid to have their children attend school we shall not compel them to send the children. It is optional with the parents. It seems to me that it is considerably safer for the children to attend school under the present arrangement as the schools are the safest places in the city for them, as now conducted.

"If children show the slightest signs of what might lead to a case of influenza they are very promptly sent home by their teachers until such time as it is plain they are no longer ill. Children are not allowed to attend school if anyone in their home has influenza. These questions are left to the teachers and mistakes may be made, but we shall try to keep the schools safe.

"I believe it would be a calamity if the schools of Grand Rapids were to close, because the children would have no place to go. How, in the least, would it help the situation if the children did stay away? The people should understand that the responsibility for closing the schools belongs entirely with the board of health."

Grand Rapids Herald
December 9, 1918, p. 3

INFLUENZA ENCYCLOPEDIA

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Oregon Daily Journal
January 17, 1919, p. 6



SCHOOL GRADUATION EXERCISES DROPPED AS 'FLU' SAFEGUARD

Teachers to Hand Diplomas Out;
New Building Discussed; Grade
Instructors Are Ejected.

Many a youthful heart will be broken; many a fussy, frilly frilly little dress will be laid aside; many a vision of armfuls of flowers and admiring glances of parents and friends will vanish, for the school board has decided there shall be no commencement exercises.

The board, at its regular meeting on Thursday postponed indefinitely the graduation exercises scheduled for next Friday, which virtually means the graduates will be handed their diplomas by their teachers without the customary ceremonies.

All school assemblies were also abandoned because of influenza conditions.

The 1918 Spanish influenza and local schools

Tim Vollet, Correspondent Published 1:54 p.m. ET March 31, 2020

TO THE PARENTS OF CHILDREN!

Chillicothe, Ohio, Oct. 2, 1918.
The Board of Health last evening closed the schools, as a precautionary measure to prevent the spread of Spanish Influenza. They will not be opened earlier than a week from Monday, that is October 14. This enforced vacation is unfortunate from the standpoint of efficient school work, but seems to be altogether the wise thing to do. When the Board of Health gives permission for the schools to re-open, please see to it that your children enter at once, so that the loss in school work may be minimized.

The following suggestions are offered by Major P. E. Robinson,

Health Officer—

1. Do not play together in numbers but each family keep to itself.
2. Stay in the open air during nice weather.
- 3 Keep the feet dry.
4. If you have a sore throat, cough or cold in head stay away from other children and tell mother.
5. Have the bowels move every day.
6. Use gargle for throat.
7. Should you become ill, remain in bed until all fever is gone.

Very Truly Yours,
F. J. PROUT.

I had a little bird,
Its name was Enza.
I opened the window,
And in-flu-enza.

During the Spanish Influenza outbreak of 1918, children often sang this popular nursery rhyme to the melody of “Ring Around the Rosie” while jumping rope.

Chillicothe Gazette on Wednesday, Oct 2 1918 - letter from then Superintendent of Schools F.J. Prout.

<https://www.chillicothegazette.com/story/news/2020/03/31/1918-spanish-influenza-and-schools/5093316002/>



3 lessons from how schools responded to the 1918 pandemic worth heeding today

June 16, 2020 7:52am EDT

These kids learned about staying healthy in schools around the time of the 1918 pandemic. Cornell University Library

1. Invest in school nurses

School nurses were transformative when they were first introduced in 1902.

Rather than simply send sick students home, where they would miss school while receiving no treatment, nurses cared for children's illnesses and provided health information to their families.

After a study showed that **nurses cut student absences in half, more and more cities funded them**. Within 11 years of the first nurse being hired, nearly 500 U.S. cities employed school-based medical professionals.



2. Partner with other authorities

A study of schools in 43 cities during the 1918 pandemic identified “**planning that brings public health, education officials, and political leaders together**” as key to successful responses.

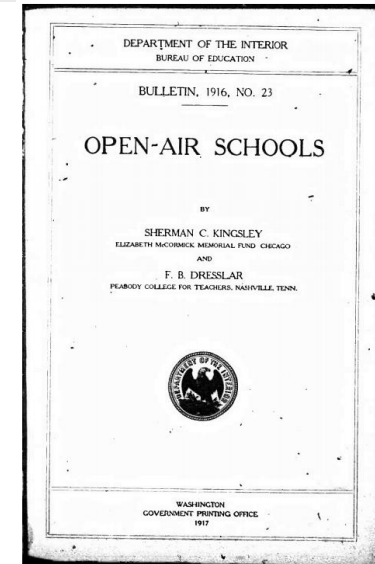
- In **Los Angeles**, the mayor, health commissioner, police chief and school superintendent **collaborated to monitor infection rates, provide teachers additional training, and create and deliver homework for 90,000 schoolchildren**.
- In **St. Louis**, political, health and education leaders **designed a gradual reopening that saw high schools open first, followed a month later, once cases in younger children had dropped, by elementary schools**.



3. Tie education to other priorities

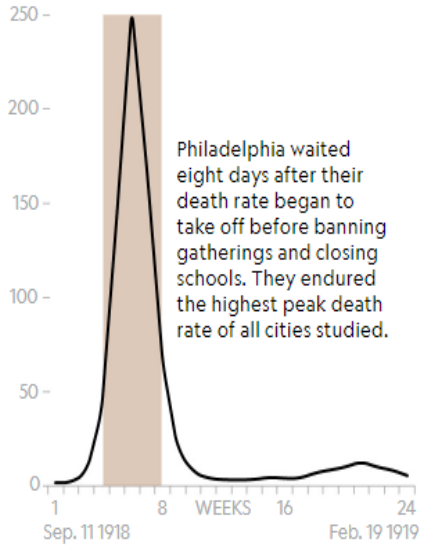
In 1916 the U.S. Bureau of Education proclaimed that the “education of the schools is important, but life and health are more important.”

- Progressive reformers took that notion to heart. In addition to school nurses, they established school lunch programs, built playgrounds and promoted outdoor education.
- By the time the pandemic hit, schools stood ready to deliver not only lessons but food and health care.
- When schools reopened, children could learn in what Copeland described as “large, clean, airy school buildings” with outdoor spaces.



Philadelphia

748 Deaths per 100,000 after 24 weeks of pandemic

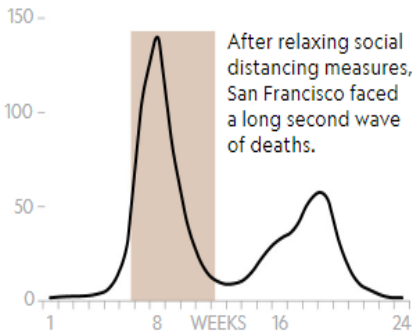


Weekly deaths per 100,000 from 1918 pandemic above the expected rate

Duration of social distancing measures

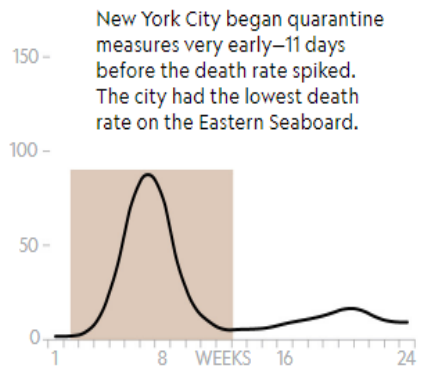
San Francisco

673 Deaths per 100,000



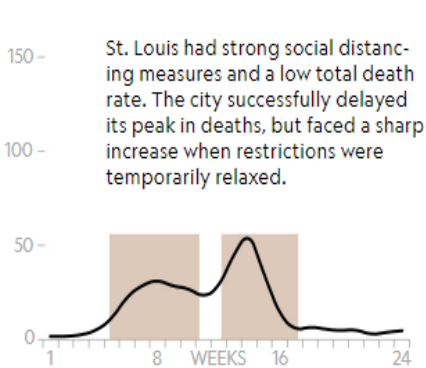
New York

452 Deaths per 100,000



St. Louis

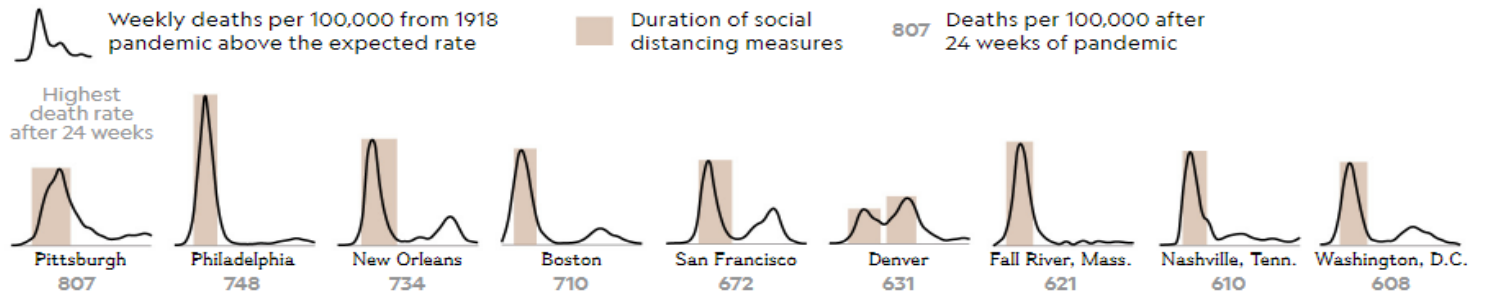
358 Deaths per 100,000



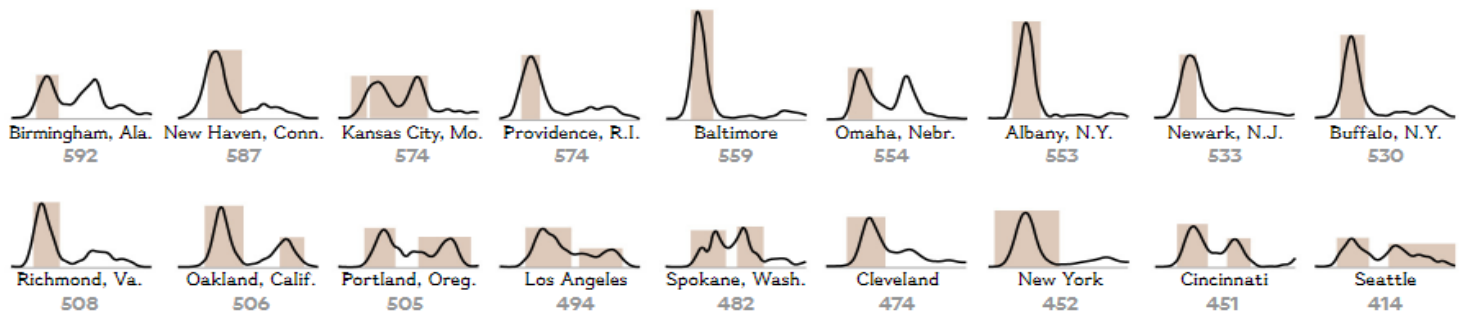
RILEY D. CHAMPINE, NG STAFF. SOURCE: MARKEL H, LIPMAN HB, NAVARRO JA, ET AL. NONPHARMACEUTICAL INTERVENTIONS IMPLEMENTED BY US CITIES DURING THE 1918-1919 INFLUENZA PANDEMIC. JAMA.

How some cities 'flattened the curve' during the 1918 flu pandemic

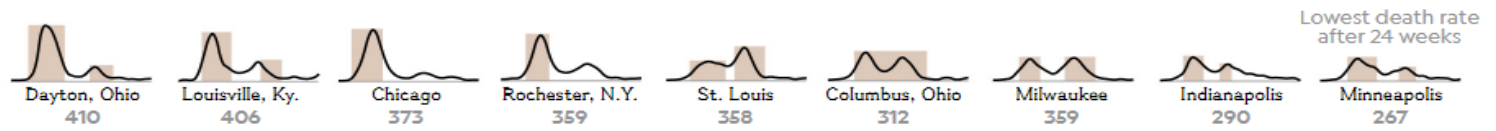
Social distancing isn't a new idea—it saved thousands of American lives during the last great pandemic. Here's how it worked.



▲ Cities that ordered social distancing measures later and for shorter periods tended to have spikes in deaths and higher overall death rates.



▼ Cities that ordered social distancing measures sooner and for longer periods usually slowed infections and lowered overall death rates.



RILEY D. CHAMPINE, NG STAFF. SOURCE: MARKEL H, LIPMAN HB, NAVARRO JA, ET AL. NONPHARMACEUTICAL INTERVENTIONS IMPLEMENTED BY US CITIES DURING THE 1918-1919 INFLUENZA PANDEMIC. JAMA.

Advertisement

Closing Schools Saved Lives During the Spanish Flu. Can It Work for Coronavirus?



Empty classrooms at the Forest Hills Elementary School in Lake Oswego, Oregon, which remains shuttered through Wednesday March 4, 2020. Oregon Health authorities have identified a school staff member as having a positive COVID-19 Coronavirus test, verified by the Centers for Disease Control in Atlanta. Lake Oswego School District Superintendent, Dr. Lora de la Cruz stated that the "deep cleaning" of the school was being undertaken as a precaution.
—Ken Hawkins/ZUMA Wire

By Jake Maher

Closing Schools Saved Lives During the Spanish Flu. Can It Work for Coronavirus?

Closing American schools earlier and for a longer period of time blunted the impact of the Spanish Flu.

In that global pandemic, at least 50 million people died worldwide, including 675,000 in the United States, according to the Centers for Disease Control and Prevention.

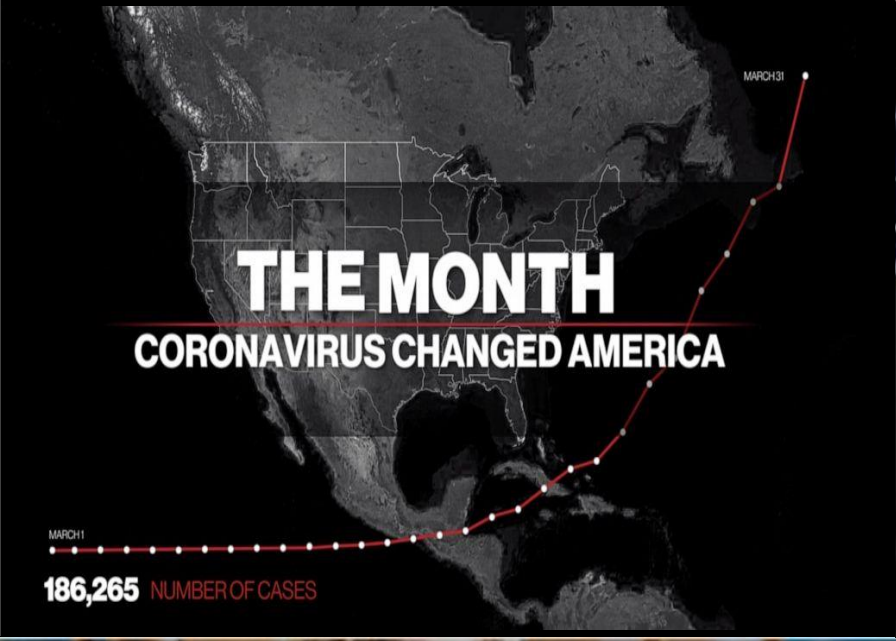
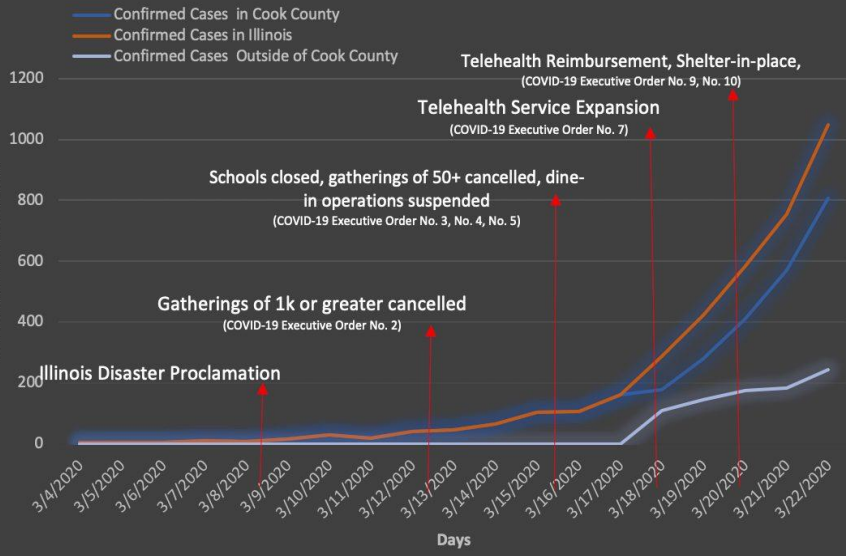
Navarro and other scholars studied how 43 cities across the country responded to the Spanish Flu from 1918 to 1919.

They found that cities that early on enacted “non-pharmaceutical interventions,” or NPIs, like school closures or bans on public gatherings, had a lower peak mortality and lower overall morbidity than cities that waited longer to do so.

Most cities “layered” different interventions. For instance, the first line of defense was often self-isolation for infected people or a quarantine. **School closure usually only becomes necessary after it is impossible to track how each individual victim was infected.**



Coronavirus Pandemic and Local Policy Timeline



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COVID-19 Coronavirus Pandemic of 2020 Historical Timeline

July 31, 2020

EDUCATION WEEK

The Coronavirus Spring: The Historic Closing of U.S. Schools



July 31, 2020

EDUCATION WEEK

The Coronavirus Spring: The Historic Closing of U.S. Schools

JAN. 29

First U.S. cases emerge

There had only been five confirmed cases of the coronavirus in the U.S. when **Education Week first reported** on a handful of schools that were beginning to take precautions to limit their exposure to the virus.

FEB. 11

Teachers' unions take notice

Alarmed by the growing coronavirus threat, the American Federation of Teachers called for more **federal guidance for schools on how to handle the coronavirus.**

MID-FEBRUARY

Temporary school closures

Individual schools and districts begin temporary closings of a few days to allow for cleaning of their school buildings. Closings were concentrated in Washington state and New York.

FEB. 25

A CDC warning for schools

The Centers for Disease Control and Prevention (CDC) **warns schools that they need to prepare for the coronavirus.** "You should ask your children's schools about their plans for school dismissals or school closures," said Nancy Messonnier, a director at the CDC. "Ask about plans for teleschool."

FEB. 27

Coronavirus scare prompts a school to shut down

The first school shuts down because of COVID-19, the disease caused by the novel coronavirus. Bothell High School in Washington state closes for two days for disinfection after an employee's relative gets sick and is tested for the coronavirus.



A school janitor opens the door to a staff room inside Bothell High School, in the Northshore school district in Bothell, Wash. (Elaine Thompson/AP Photo)

July 31, 2020

EDUCATION WEEK

MARCH 3

Schools balance closure with disruption

Dr. Anne Schuchat, the principal deputy director at the CDC, tells lawmakers at a Senate committee hearing that while federal agencies provide "guidance" on this issue, ultimately the decisions about things like school closures are made at the local level. "You have this balance between, the earlier you act the more impact it can have in slowing the spread, and the enormous disruption we see with school closures," she says.

MARCH 5

Shift to distance learning begins

The shift to remote learning begins with the 24,000-student Northshore district in Washington state announcing that it will close and shift to online learning for up to 14 days. It's the first real test of prolonged distance learning to rise out of the arrival of COVID-19 in American communities. **Many districts won't be ready.**

MARCH 11

Pandemic declared

The World Health Organization **declares COVID-19 a pandemic.**

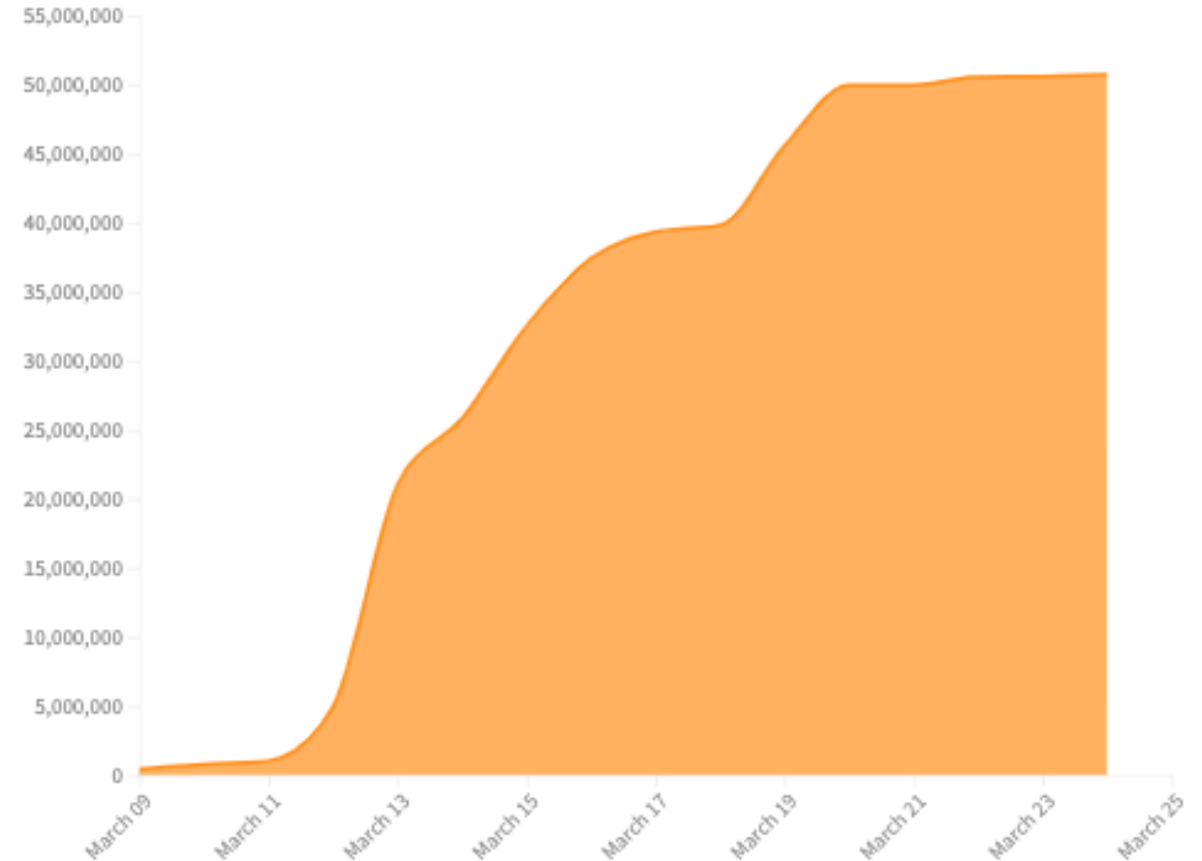
MARCH 11

School district closures compound

By this time, more than 1 million students have been impacted by school closures, a number that would continue to grow. Here's a look at students impacted:

The Coronavirus Spring: The Historic Closing of U.S. Schools

Students Impacted by Coronavirus School Closures



Source: Education Week • Data Visualization by Emma Patti Harris

July 31, 2020

EDUCATION WEEK

The Coronavirus Spring: The Historic Closing of U.S. Schools

MARCH 12

The first state closes schools

Ohio becomes the first state to announce a statewide closing. "We have a responsibility to save lives," Gov. Mike DeWine says **on Twitter**. "We could have waited to close schools, but based on advice from health experts, this is the time to do it." It only takes one day **for 15 other states to follow**.

MID-MARCH

Schools keep essential services going

Schools scramble to **provide essential services amid closures**. "Many families rely on the breakfast and lunch that's provided at school," says Christy Fiala, the executive director of the Fremont Area United Way in Fremont, Neb. "Making sure that when schools close unexpectedly that [families have] access to food is important."



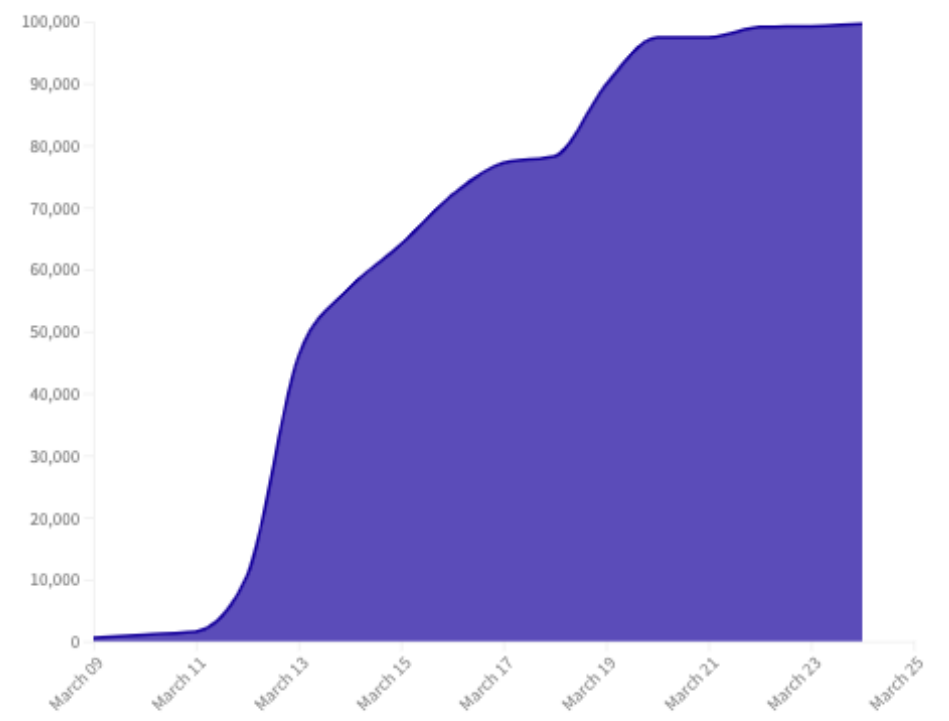
While their schools are shut down, children and families in Anne Arundel County, Md., received food through a special program. (Susan Walsh/AP Photo)

MARCH 16

27 states and territories close their schools

At this point, 27 states and territories have issued orders or recommendations that all public schools cease in-person instruction and close school buildings. Here's what those school closures looked like over time:

Schools That Are Closed for Coronavirus



Source: Education Week • Data Visualization by Emma Patti Harris

July 31, 2020

EDUCATION WEEK

MARCH 20

Schools begin to feel the loss

"She was really a bright star. She had this passion." —Ernest Logan, the president of the American Federation of School Administrators, **describing Dez-Ann Romain**, a Brooklyn principal who died at the age of 36 from COVID-19.



Dez-Ann Romain was the principal of the Brooklyn Democracy Academy in New York, a school for students who had fallen behind in earning high school credits. She's believed to be one of the first K-12 educators to die from COVID-19, the illness caused by the novel coronavirus. (Courtesy of Brooklyn Democracy Academy)

• **Related Story:** ['There Was a Better Fate for Her': 18-Year-Old Dies From Coronavirus](#)

MARCH 25

All U.S. public school buildings are closed

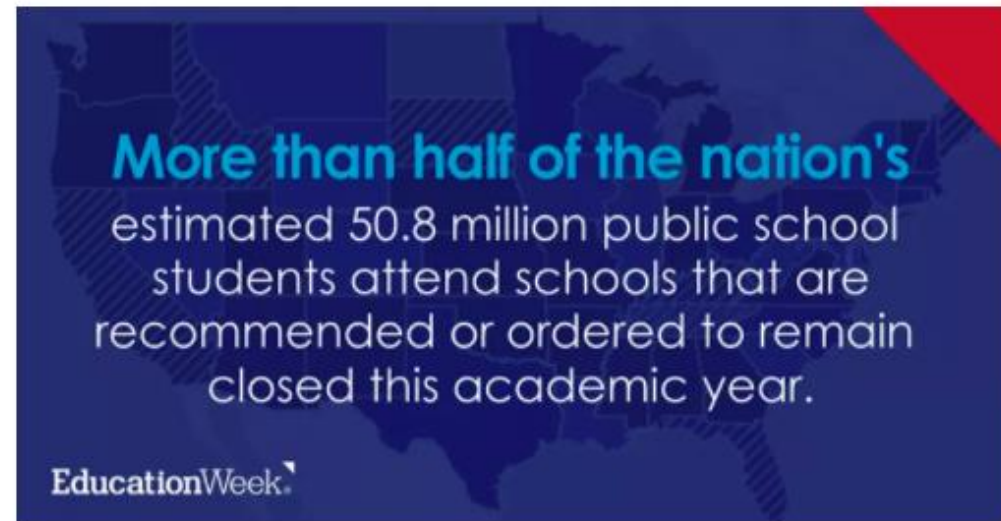
Idaho and The Department of Defense Education Activity are the last to close all their schools.

The Coronavirus Spring: The Historic Closing of U.S. Schools

APRIL 17

More states close schools for the academic year

More than half of all U.S. public school students now are shut out of their buildings by the COVID-19 pandemic for the rest of the 2019-20 school year.

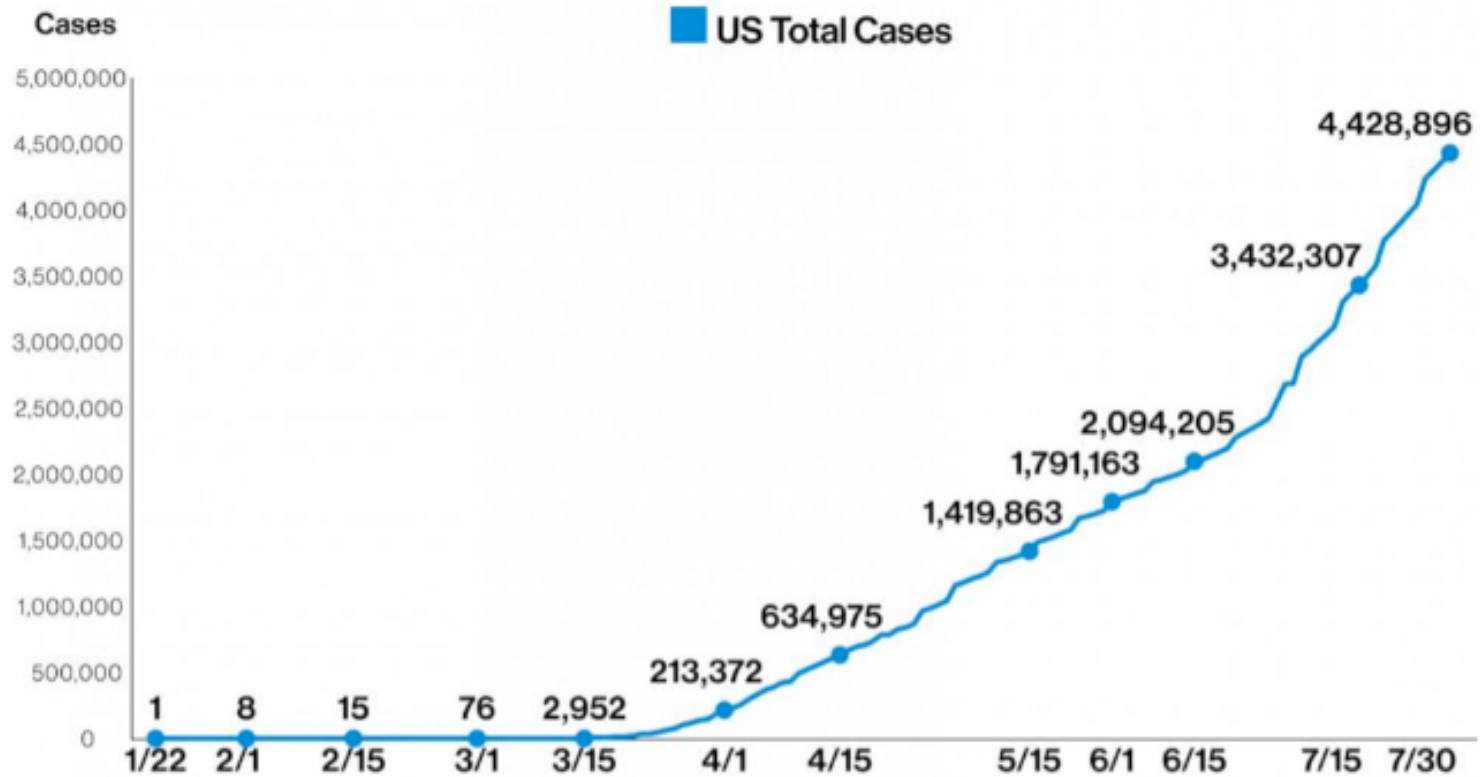


MAY 6

Nearly all states close schools for the academic year

Maryland becomes the last state to announce that none of its schools would reopen for the 2019-20 school year. Only two states (Wyoming and Montana) did not close their schools for the remainder of the year.

CUMULATIVE CORONAVIRUS CASES IN U.S.



SOURCE: JOHNS HOPKINS CSSE

*Does not include individual's repatriated to the US from Wuhan, China, and from the Diamond Princess cruise ship.



Cumulative Coronavirus Cases in U.S

ABC News Photo Illustration, Johns Hopkins CSS



[HOME](#)

[SUMMER INSTITUTE 2020](#)

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[STAY INFORMED](#)

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Global Pandemic

Impact of the Coronavirus on Children and Schools Around the World

July 31, 2020

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How Schools in Other Countries Have Reopened



Students at the Taipei American School in Taipei, Taiwan, perform *The Little Mermaid* in full costume and masks.
—Photo courtesy of Dustin Rhoades/Taipei American School

By **Madeline Will**

June 10, 2020

July 31, 2020

How Schools in Other Countries Have Reopened

Taiwan

The Taiwanese government provides all **adults nine masks every two weeks, and all children 10 masks every two weeks.** During the school year, the private school gives staff members an additional five masks every two weeks so they can have a new mask every day.

The biggest changes have been made in the cafeteria, since students take off their masks to eat. **Schools rented tents for the courtyard to expand the eating area.** Gone are the salad bars and buffet lines. Meals are now pre-packaged and sealed, and students are handed their lunch by a cafeteria worker so they're not touching anything.

Students are still allowed to **play during recess with masks on.** Teachers remind students to take a break and drink water, so they don't overheat. They call it a **"chin break,"** when students step away from the other kids and pull their masks down to their chins.



Students at the Taipei American School in Taipei, Taiwan, perform The Little Mermaid in full costume and masks.

—Photo courtesy of Dustin Rhoades/Taipei American School

July 31, 2020

Denmark

Typically, elementary students go to different electives and classes throughout the day. But now, they stay in their “enclave” all day. The single-subject teachers create lessons that either the homeroom teacher will lead or that can be played on the Smartboard. Instead of collaborative seating at tables, **students sit at their own desks, which were initially spaced six feet apart.**

Students also **eat individually packaged lunches in their classrooms**, to avoid gathering in the cafeteria. The school has assigned bathrooms and entrance points to the school building to groups of students to prevent bottlenecks. **Hand-sanitizing stations** are at every entrance and exit. Water fountains have been shut down, and instead there are stations where students can fill their water bottles.

Recess still happens, with **social-distancing** measures put in place. Classrooms are split into **smaller groups of five students** each, and students are only allowed to play with the other children in their group. There might be multiple groups of students outside at once, but the children stay in their own bubbles.



Claus Moeller, principal of Stengaard School in Gladsaxe, Denmark, prepares for the reopening of his school after the coronavirus lockdown in April.
—Liselotte Sabroe/Ritzau Scanpix via AP

July 31, 2020

New South Wales

Educators in the Australian state of New South Wales were worried: After schools transitioned to remote learning in March, there was a significant **reduction in calls to child protective services**. They couldn't guarantee the safety—or the learning—of some of their most vulnerable students.

To **make sure students were regularly seeing their teachers, schools resumed in-person instruction one day a week** starting May 11. That way, schools could maintain social distancing without restricting return to only certain grade levels. Students continued with **distance learning the other four days**. (Even during the shutdown, school buildings weren't officially closed—but the government encouraged parents to keep their children home if they could).

Individual schools could decide how to manage the rollout. **Some had each grade level come in on certain days, while others divided students up alphabetically by their last name**. The education department asked that schools consider keeping siblings together to make it easier for families.



© AAPIMAGE

Students at public schools across New South Wales will return to classrooms on a full-time basis from next week

How schools around the world are reopening during the coronavirus pandemic




 *Students enter the Nanwu school in Guangzhou, China, April 17, 2020, amid the ongoing coronavirus COVID-19 pandemic.*

Alex Plavevski/EPA via Shutterstock

How schools around the world are reopening during the coronavirus pandemic



 Staff tape off social-distancing markings as they prepare to reopen Schloss-Schule elementary school, April 21, 2020, in Heppenheim, Germany.

Alex Grimm/Getty Images

<https://abcnews.go.com/International/schools-world-reopening-coronavirus-pandemic/story?id=70641371>

How schools around the world are reopening during the coronavirus pandemic



📷 Primary school pupils attend class wearing protective visor caps made by the city council in La Grand-Croix, near Saint-Etienne, central France, two days after lockdown measures were eased, May 12, 2020.

Jean-philippe Ksiazek/AFP via Getty Images

How schools around the world are reopening during the coronavirus pandemic




📷 *Rebekka Hjorth holds a music lesson outdoors with her class at the Korshoejskolen school, after it reopened following the lockdown to control the spread of COVID-19, in Randers, Denmark, April 15, 2020.*

Ritzau Scanpix Denmark/via Reuters

How schools around the world are reopening during the coronavirus pandemic




 Students eat their lunch on desks with plastic partitions as a preventive measure to curb the spread of COVID-19 at Dajia Elementary School, in Taipei, on April 29, 2020.

Sam Yeh/AFP via Getty Images

How schools around the world are reopening during the coronavirus pandemic




 The children of essential workers comply with social distancing rules in the cafeteria of a hub school for Edinburgh city center pupils at Drummond Community High School, Edinburgh, April 28, 2020.

Jane Barlow/Zuma Press

How schools around the world are reopening during the coronavirus pandemic



 A staff member guides a student to check her body temperature with a thermal scanner before entering an elementary school in Pingdingshan City, in China's central Henan province, on May 8, 2020.

Str/AFP via Getty Images

July 31, 2020

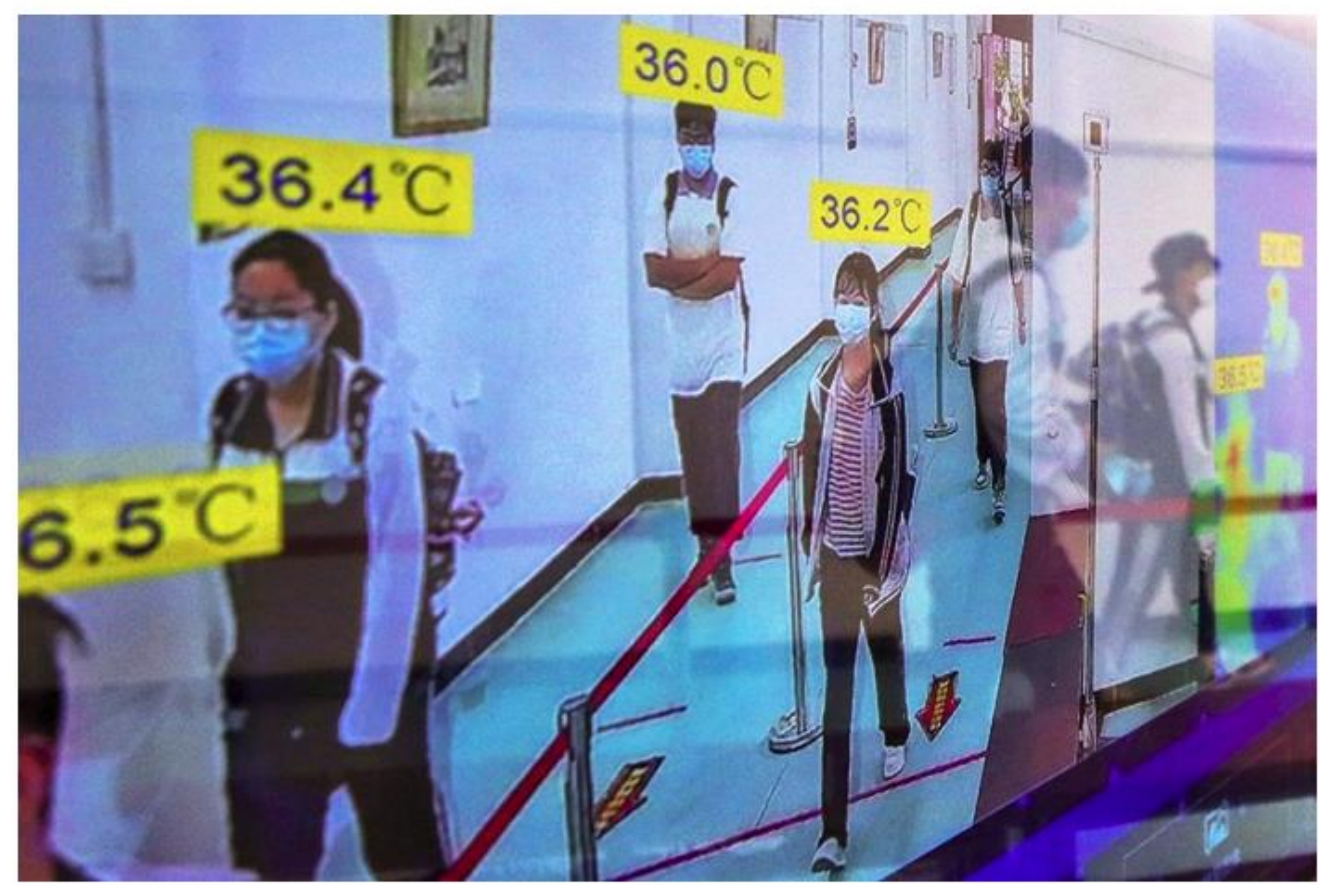
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About

What School Reopening Looks Like Around the World

by Jaclyn Borowski posted May 7, 2020

CHINA



Students wearing protective face masks to help curb the spread of the new coronavirus are reflected on a monitor screen showing their body temperatures as they arrive at a high school in Wuhan in central China's Hubei province, Wednesday, May 6, 2020. (Chinatopix via AP)

<http://fullframe.edweek.org/2020/05/07/school-reopening/>

July 31, 2020

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About

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Senior students returned to classes on Wednesday in the central Chinese city of Wuhan, the epicenter of the coronavirus pandemic, after no new cases or deaths were reported from the outbreak that had prompted a 76-day quarantine in the city of 11 million. (Chinatopix via AP)

<http://fullframe.edweek.org/2020/05/07/school-reopening/>

July 31, 2020

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About

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FRANCE



Blue stickers showing a safe distance of at least one meter are displayed on the floor ahead of a visit of the French President Macron at the Pierre Ronsard elementary school on Tuesday, May 5, 2020, in Poissy, outside Paris. Starting from May 11, all French businesses will be allowed to resume activity and schools will start gradually reopening. (Ian Langsdon, Pool via AP)

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July 31, 2020

EDUCATION WEEK

About

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A sign asking children to respect a safe distance of at least one meter is displayed on the floor ahead of a visit of the French President Macron at the Pierre Ronsard elementary school. (Ian Langsdon, Pool via AP)

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July 31, 2020

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GERMANY



Students prepare for end-of-year examinations at the Joseph Koenig Grammar School in Haltern am See, Germany, Thursday, April 23, 2020. Almost six weeks after the closure of schools in North Rhine-Westphalia due to the coronavirus crisis, many of them are now opening their doors again for the first time for thousands of exam candidates. (Rolf Vennenbernd/DPA via AP)

<http://fullframe.edweek.org/2020/05/07/school-reopening/>

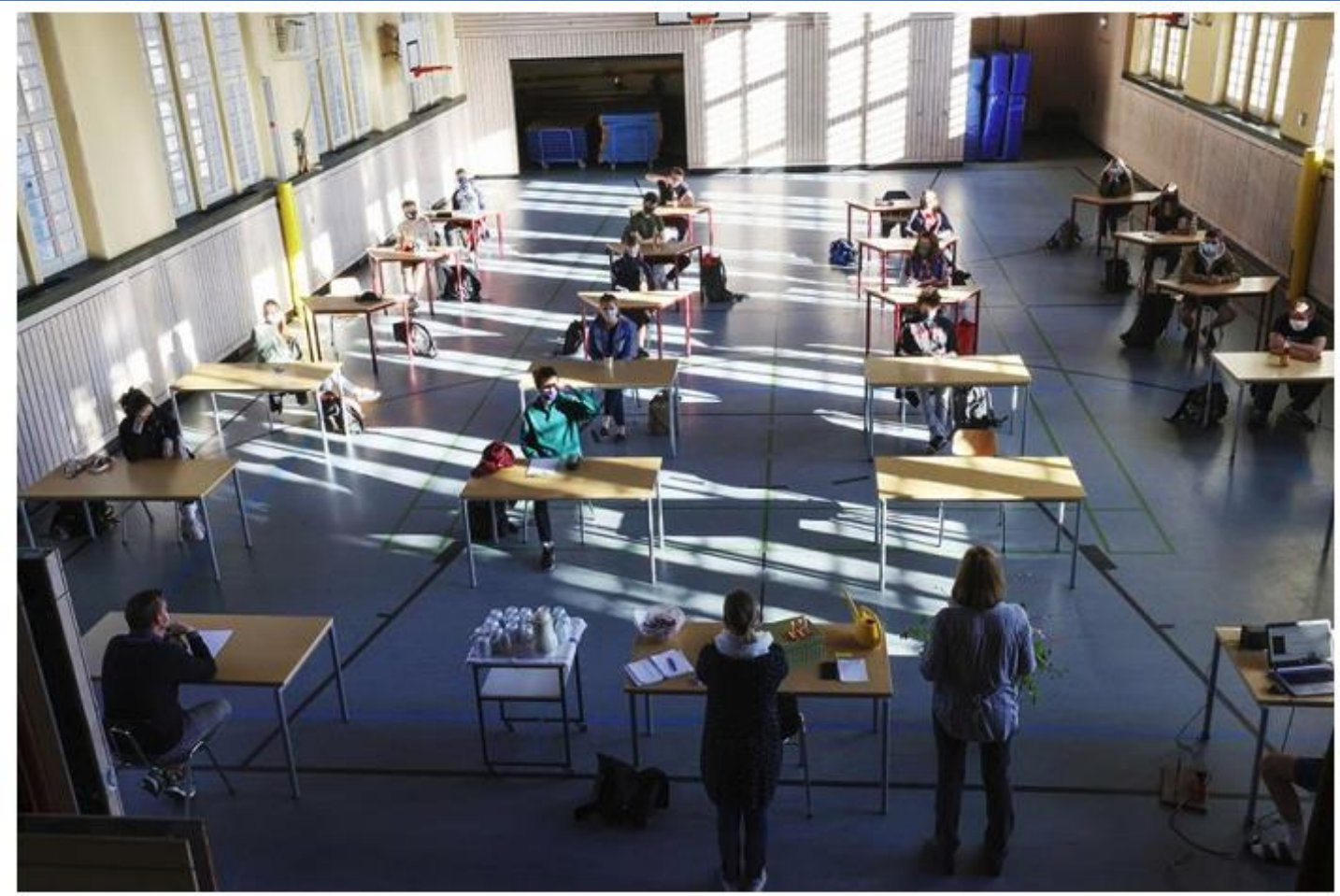
July 31, 2020

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Students wearing face masks during exam preparation for the Abitur at the JenaPlan School in Jena, Germany, Monday, April 27, 2020. After a compulsory coronavirus break of several weeks, the schools reopened for high school graduates in the federal state of Thuringia. (Bodo Schackow/DPA via AP)

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July 31, 2020

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MADAGASCAR



Masked students sit in their class, after being given a herbal extract believed to protect from COVID-19, in Antananarivo, Madagascar, Thursday, April 23, 2020. Schools were reopened after being closed for a month due to the spread of coronavirus. Students have to drink the extract as schools resume classes where they now are seated one to a desk instead of two, for social distancing. (AP Photo/Alexander Joe)

<http://fullframe.edweek.org/2020/05/07/school-reopening/>

July 31, 2020

EDUCATION WEEK

About

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NORWAY



Norway's Prime Minister Erna Solberg, center, learns a greeting technique by students Celine Busk, left and Rim Daniel Abraham, during her visit to Ellingsrudasen school in Oslo, Norway, Monday, April 27, 2020. Schools reopened for first through fourth grades in Norway after six weeks of closure, due to the coronavirus pandemic. (Hakon Mosvold Larsen/NTB scanpix via AP)

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July 31, 2020

EDUCATION WEEK

About

What School Reopening Looks Like Around the World

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Vikasen school in Trondheim, Norway, as schools opened their doors on Monday, April 27, 2020. All students are divided into groups, must bring their own school equipment, and they are trained to stay one meter away from fellow pupils. (Gorm Kallestad / NTB scanpix via AP)

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July 31, 2020

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About

Search

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VIETNAM



A student is scanned for temperature before entering Dinh Cong secondary school in Hanoi, Vietnam Monday, May 4, 2020. Students across Vietnam return to school after three months of studying online due to school closure to contain the spread of COVID-19. (AP Photo/Hau Dinh)

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July 31, 2020

EDUCATION WEEK

About

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by Jaclyn Borowski posted May 7, 2020



Students wearing masks attend a class in Dinh Cong secondary school in Hanoi, Vietnam Monday, May 4, 2020. (AP Photo/Hau Dinh)

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July 31, 2020

EDUCATION WEEK

About

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Principal and District Superintendent Bonnie Lower takes the temperature of a student at Willow Creek School as the school reopened, Thursday, May 7, 2020, in Willow Creek, Mont. The school opened its doors to a couple of dozen students Thursday to finish out the final two and a half weeks of the school year. (Ryan Berry/Bozeman Daily Chronicle via AP)

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July 31, 2020

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About

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by Jaclyn Borowski posted May 7, 2020



One of the two bus drivers for Willow Creek School wears a mask as he drops off students as the school reopened amid the COVID-19 pandemic, Thursday, May 7, 2020, in Willow Creek, Mont. The other bus driver also wore a mask. (Ryan Berry/Bozeman Daily Chronicle via AP)

<http://fullframe.edweek.org/2020/05/07/school-reopening/>



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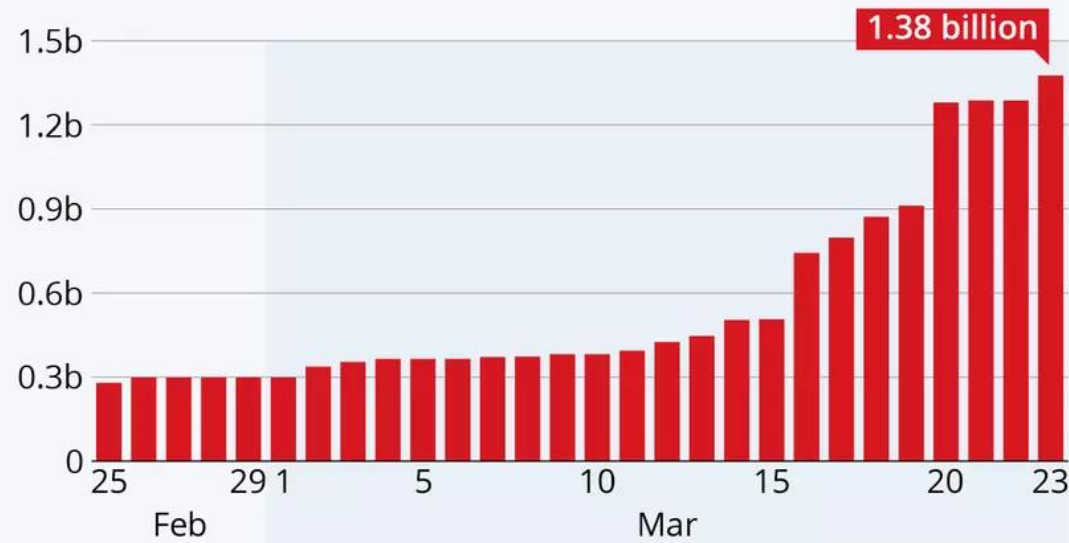
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COVID-19 Impact on Students and Schools

COVID-19's Staggering Impact On Global Education

Number of learners impacted by national school closures worldwide



Figures refer to learners enrolled at pre-primary, primary, lower-secondary, and upper-secondary levels of education, as well as at tertiary education levels.

Source: UNESCO



Simulating COVID-19 impacts on learning and schooling outcomes: A set of global estimates

The education system is witnessing an extraordinary twin shock: schools closures needed to fight the pandemic and a widespread global economic recession. This shock is being observed simultaneously across the planet, and is having four profound impacts on education.



Lost Schooling

To combat COVID-19, more than **180** countries mandated temporary school closures, leaving nearly **1.6 billion** children and youth out of school.

5 months of school closures could result in the loss of **0.6** years of schooling adjust for quality.



Lost Earnings

School closures lasting 5 months could result in a **\$872** reduction in yearly earnings from each student affected, which translates to **\$16,000** over a lifetime.

These learning losses could translate over time into **\$10 trillion** dollars of lost earnings for the global economy.

Lost Learning

Not being able to attend school has **2** learning impacts:

1. children don't have an opportunity to learn
2. children forget what they had learned.

Girls are especially vulnerable to dropping out of school permanently, increasing exclusion and inequality.



Reimagining Education

Governments are investing heavily in multiplatform remote learning and planning for when schools reopen.

This is an opportunity to build an education system that is more resilient, adaptable to student needs, equitable and inclusive, with a strong emphasis on the role of technology in teacher's training at scale and education delivery.



[@WBG_Education](https://twitter.com/WBG_Education)

Summer
learning loss



COVID-19
learning loss



nwea

COVID Slide or Slowdown?

What data tell us
about school closures
& learning loss



By **Beth Tarasawa**

April 9, 2020

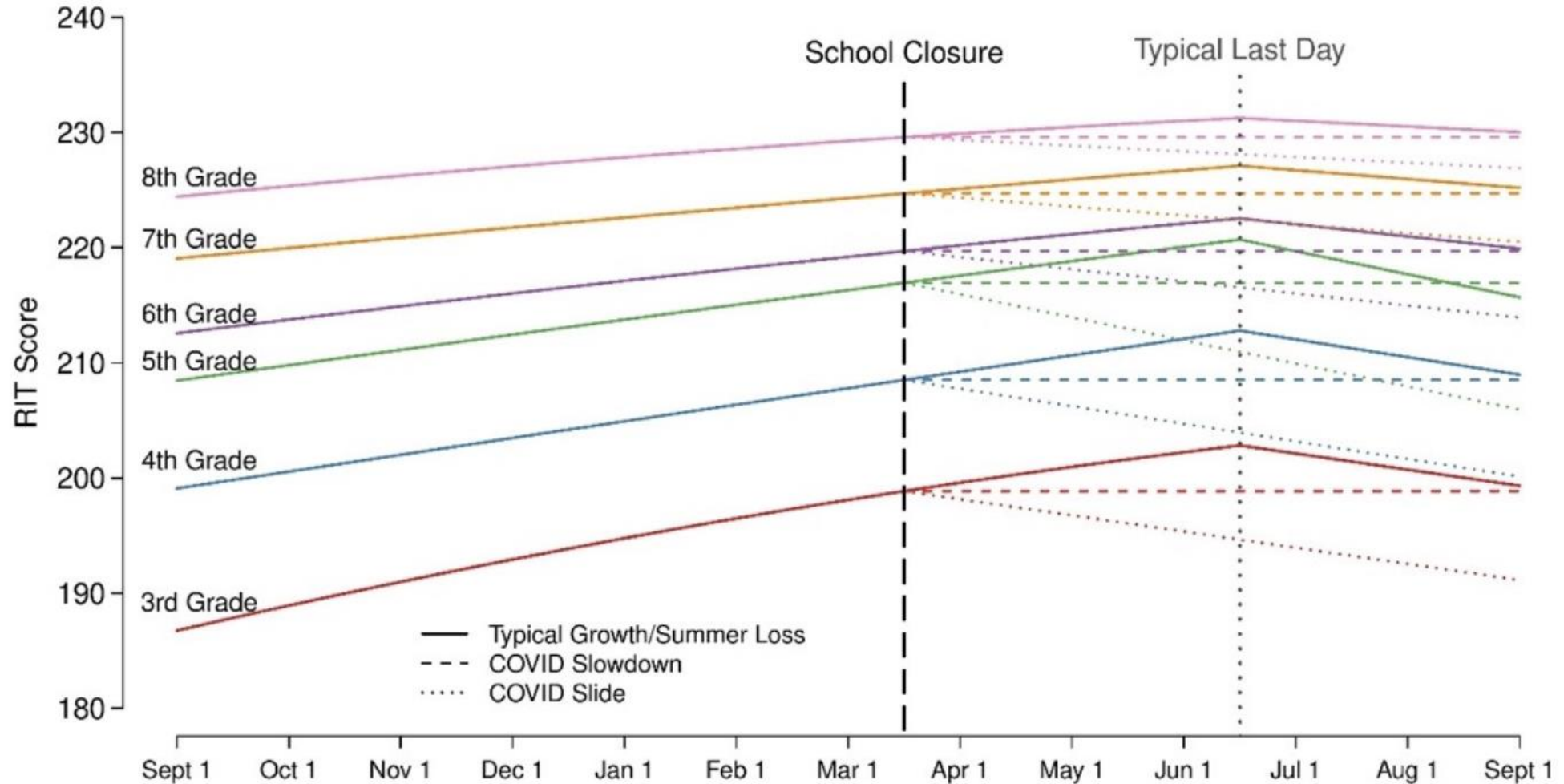
Category | **School C**

Preliminary estimates suggest impacts may be larger in math than in reading and that students may return in fall 2020 with less than 50% of typical learning gains and, in some grades, nearly a full year behind what we would expect in this subject in normal conditions.

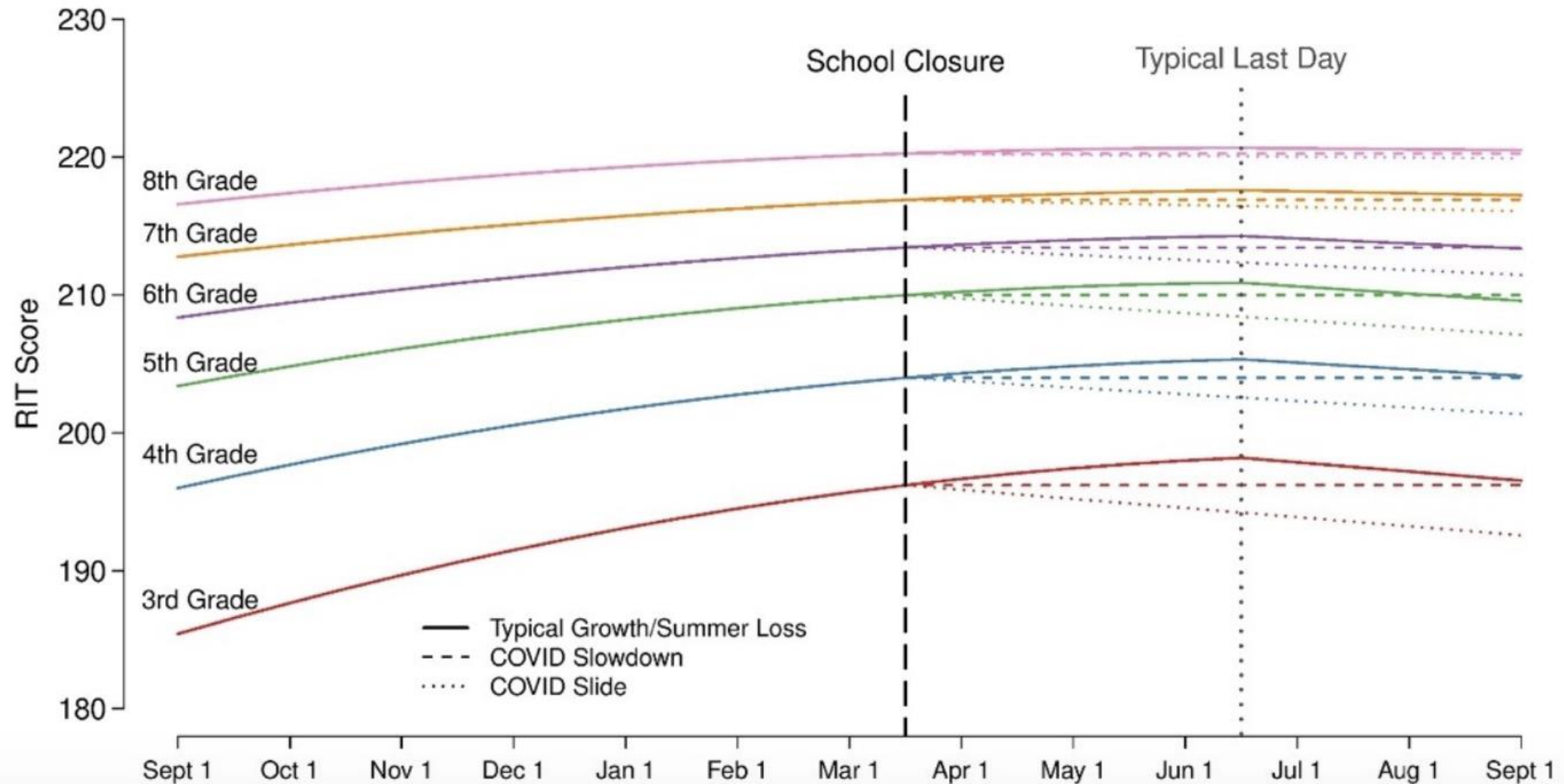
COVID-19 school closures could have a devastating impact on student achievement

<https://www.nwea.org/blog/2020/covid-19-school-closures-could-have-devastating-impact-student-achievement/>

Mathematics



Reading

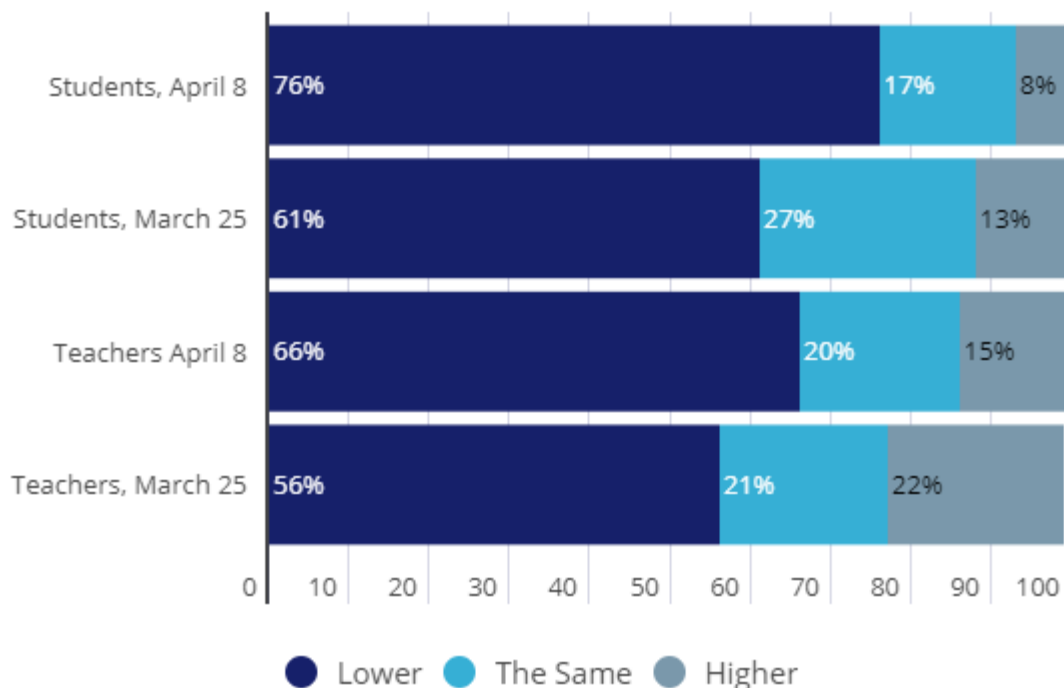


National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings



Student and teacher morale are down.

Compared with morale prior to the Coronavirus, in our school district, morale levels for the following groups are:

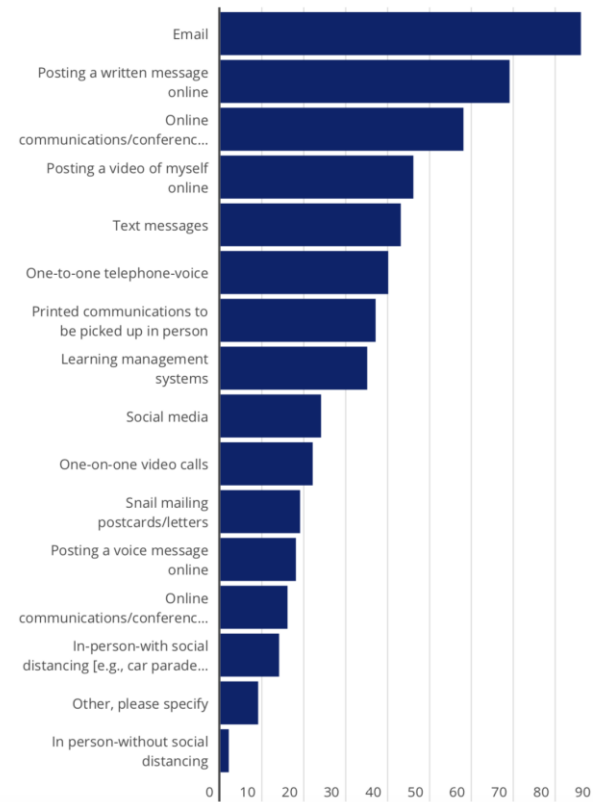


National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings



Email is the most common form of teacher-student interaction.
Videoconferencing is also popular.

How have you interacted with students since schools closed due to Coronavirus? Select all that apply.

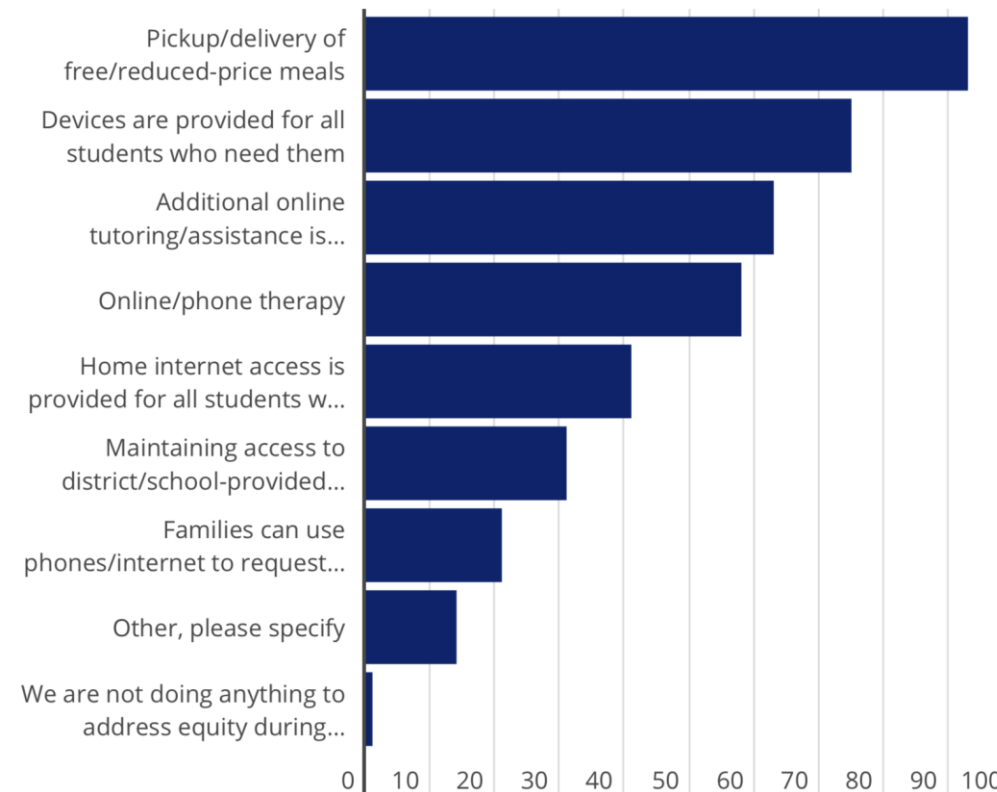


National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings



District leaders are trying to address equity

What, if anything, is your district doing to address equity during the Coronavirus closures? Select all that apply.

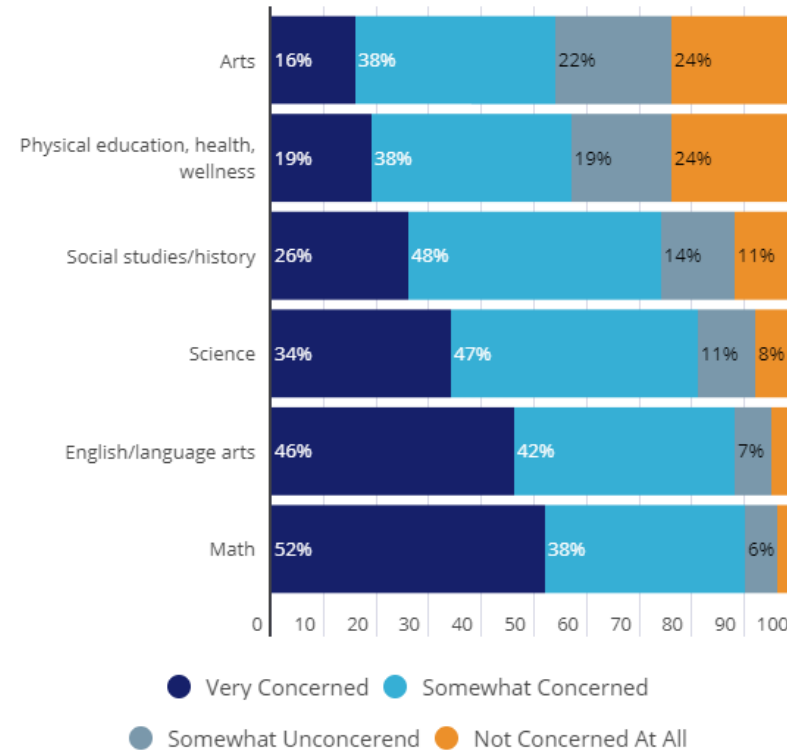


National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings



Educators are most concerned students will fall behind in math

How concerned are you that your students/students in your district will fall behind in the following subjects due to Coronavirus closures?

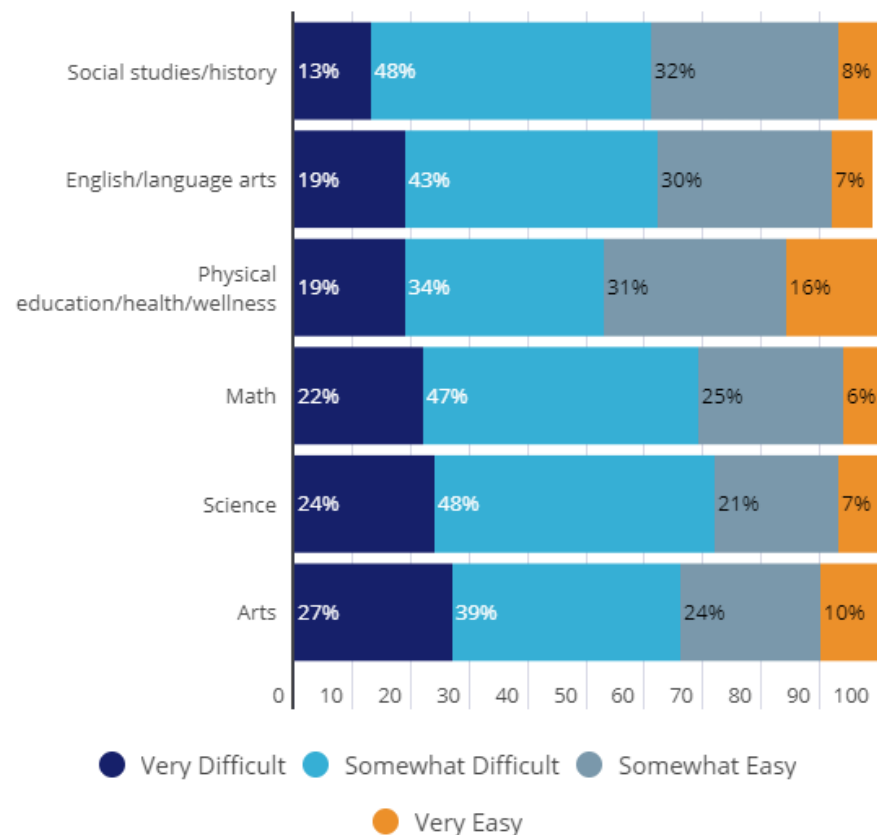


National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings

EducationWeek

The arts are tough to teach remotely

How easy or difficult is it for you to teach the following subjects during Coronavirus closures?



FALL 2020 LEARNING OPTIONS



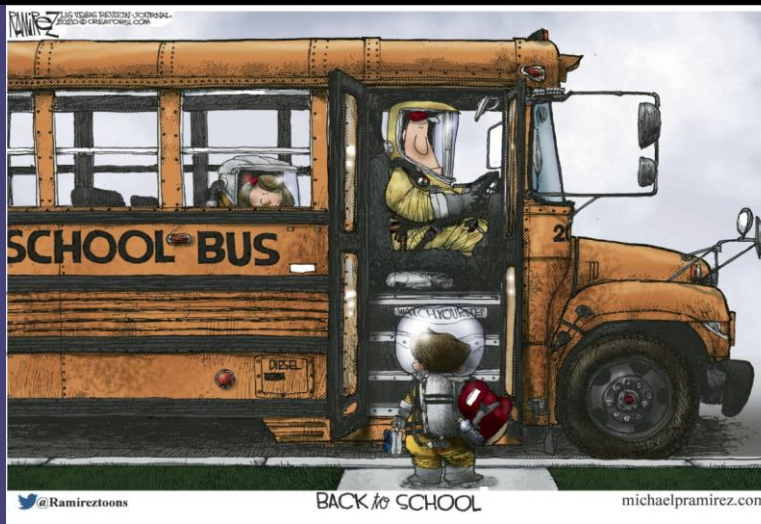
100% Remote/Online



Hybrid/A-B Schedule



Modified In-Person

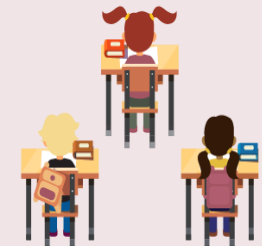


Phased Reopening



Priority for Certain Student Groups
Younger students
Students in transitional years
Students with specific needs

Rotating Schedules



Fewer Students in Classrooms Together
Full-day alternating schedules
or half-day schedules

Voluntary Attendance



Options for Families
Some may choose to send students back to school while others continue distance learning



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Schools Reopening School's Out for Summer and then...

July 31, 2020

EDUCATION WEEK



Anthony Fauci to Teachers: You'll Be 'Part of the Experiment' in Reopening Schools

By Madeline Will on July 28, 2020 8:33 PM

Tweet Share 40K



Dr. Anthony Fauci, the top U.S. infectious diseases expert, **told educators in a virtual town hall** that when it comes to reopening school buildings for in-person instruction, there are still many unanswered questions about how the coronavirus is spread by children.

"As you try to get back to school, we're going to be learning about that," he said. "In many respects, unfortunately, though this may sound a little scary and harsh—I don't mean it to be that way—is that you're going to actually be part of the experiment of the learning curve of what we need to ...

WHAT WILL IT COST TO REOPEN SCHOOLS?

Home / News / Education News

This document estimates some of the expenses school districts may incur in response to the COVID-19 pandemic and as they plan to reopen for the 2020-2021 school year. These calculations assume the statistics of an average* school district with 3,659 students, 8 school buildings, 183 classrooms, 329 staff members, and 40 school buses (transporting at 25% capacity, or 915 students, to comply with recommended social distancing guidelines).



New Estimate to Reopen Schools After Coronavirus: \$116.5 Billion

A projection by the American Federation of Teachers estimated that America's K-12 schools will need an average of \$1.2 million each to reopen from coronavirus-related closures.



By Lauren Camera, Senior Education Writer June 9, 2020, at 10:52 p.m.



How Much Will Congress Spend to Shore Up Schools?

The Covid-19 spending plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.

	CARES Act Signed into Law March 2020	HEROES Act Passed by House May 15	Senate Democratic Bill Proposed June 30	Senate GOP Bill Proposed End of July
FutureEd GEORGETOWN UNIVERSITY				
Education Total	\$30.7 billion	\$90 billion	\$345 billion	\$105 billion
K-12	\$13.2	\$58	\$175	\$70
Higher Ed	\$14	\$27	\$132	\$29
Governors	\$3	\$4	\$33	\$5

This list of costs is not intended to be exhaustive but illustrates how the overall cost of school operations will substantially increase to safely reopen as a direct result of the COVID-19 pandemic. For more information on the impact of the COVID-19 pandemic on K-12 education, please contact ASBO International & AASA.



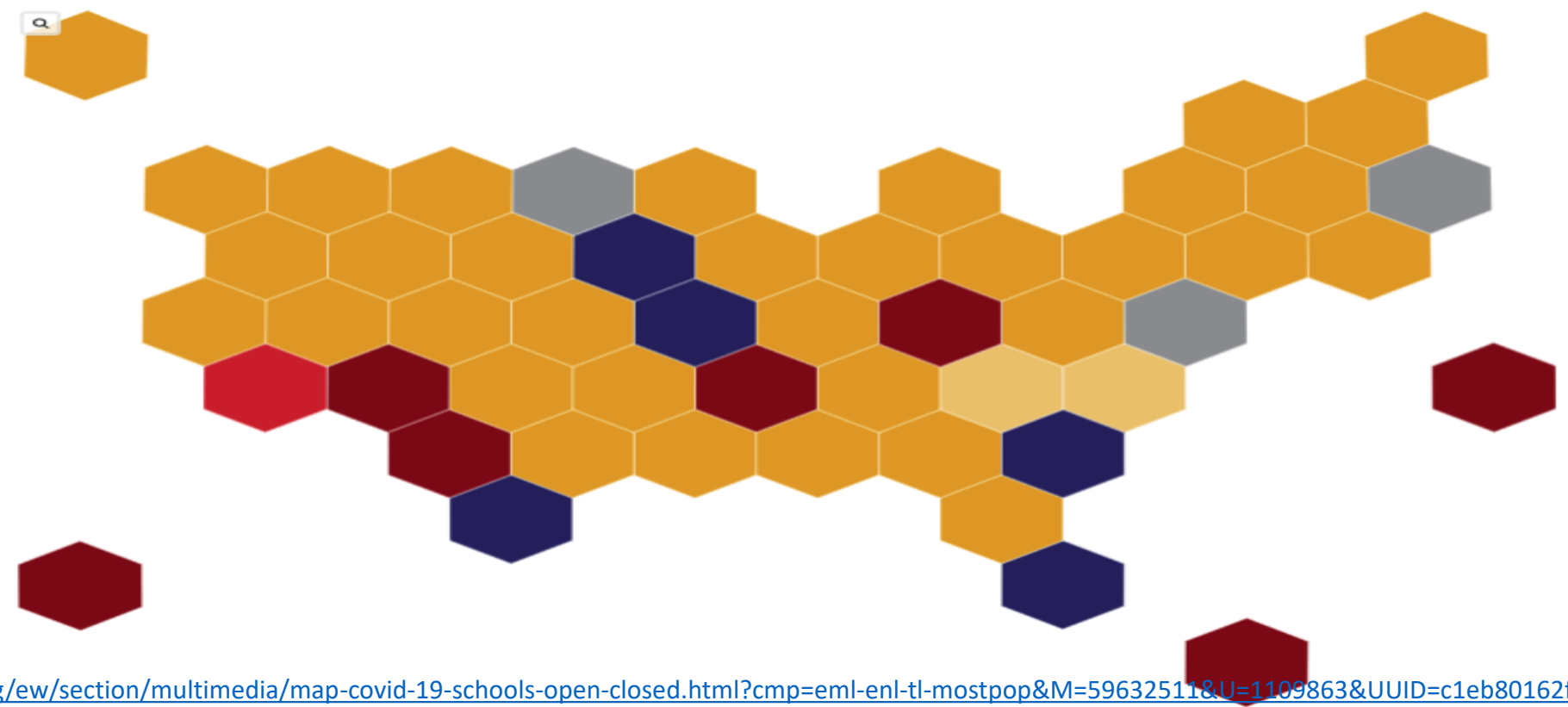
<https://www.usnews.com/news/education-news/articles/2020-06-09/new-estimate-to-reopen-schools-after-coronavirus-1165-billion>

<https://www.future-ed.org/what-congressional-covid-funding-means-for-k-12-schools/>

Map: Where Are Schools Open?

State-by-State Map of Where Schools Are Opened or Closed

- State-ordered in-person instruction available part-time or full-time*
- State ordered or recommended closure in effect (including states where openings are delayed)
- State-ordered regional closure in effect
- Varies by district/dependent on local health authorities
- Only hybrid or remote instruction allowed
- Undetermined



Map: Where Are Schools Open?

State-by-State Map of Where Schools Are Opened or Closed

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- State ordered or recommended closure in effect (including states where openings are delayed)
- State-ordered regional closure in effect
- Varies by district/dependent on local health authorities
- Only hybrid or remote instruction allowed
- Undetermined



Illinois
Details: Districts can decide whether to open school buildings, following health and safety guidance from the state. However, the Illinois State Board of Education has "strongly encouraged" a return to full, in-person instruction in the fall, as long as the regions are in Phase 4 of reopening.
Status: Varies by district/dependent on local health authorities

Illinois	Mid-August to early September	Districts can decide whether to open school buildings, following health and safety guidance from the state. However, the Illinois State Board of Education has "strongly encouraged" a return to full, in-person instruction in the fall, as long as the regions are in Phase 4 of reopening.	Starting The 2020-21 School Year
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Coronavirus Disease 2019 (COVID-19)

Your Health

Community, Work & School

Healthcare Workers & Labs

Health Depts

Cases & Data

More

Community, Work & School

COMMUNITY, WORK & SCHOOL

Health Equity

The Importance of Reopening America's Schools this Fall

Community Mitigation Framework

Updated July 23, 2020

Languages

Print



Aside from a child's home, no other setting has more influence on a child's health and well-being than their school. The in-person school environment does the following:

- provides educational instruction;
- supports the development of social and emotional skills;
- creates a safe environment for learning;
- addresses nutritional needs; and
- facilitates physical activity.

School Districts' Reopening Plans: A Snapshot

The nation's education leaders are making high-stakes decisions about how to reopen schools this fall as the coronavirus pandemic rages on—many of them under tremendous, competing pressures.

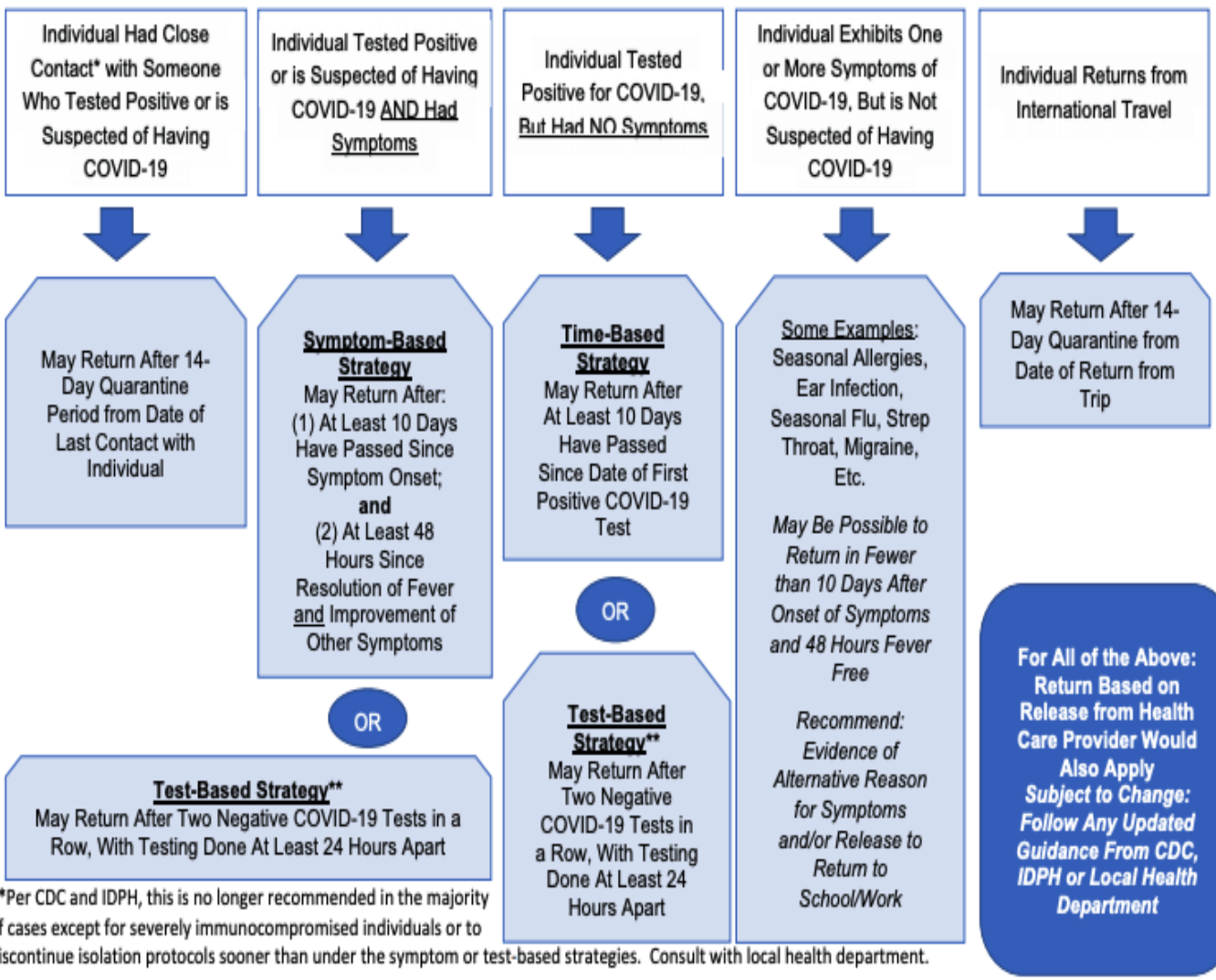


Education Week is tracking and sharing reopening plans of a sample of school districts across the country. **As of July 29, 11 of the 15 largest school districts are choosing remote learning only as their back-to-school instructional model, affecting over 2.8 million students.**

District	State	2018-19 Enrollment (NCES)	Last verified	District reopening plan	Start date	Link
New York City	NY	960,484	07/31/2020	Hybrid/Partial	Undecided	Link
Los Angeles Unified	CA	495,255	07/31/2020	Remote learning only	08/18/2020	Link
City of Chicago (SD 299)	IL	359,476	07/31/2020	Undecided	09/08/2020	Link
Miami-Dade	FL	350,434	07/31/2020	Remote learning only	08/31/2020	Link
Clark County	NV	330,225	07/31/2020	Remote learning only	08/24/2020	Link

RETURN TO SCHOOL/WORK FLOWCHART FOLLOWING A COVID-19 RELATED ABSENCE

Revised July 31, 2020



**Per CDC and IDPH, this is no longer recommended in the majority of cases except for severely immunocompromised individuals or to discontinue isolation protocols sooner than under the symptom or test-based strategies. Consult with local health department.

Although the information contained herein is considered accurate, it is not, nor should it be construed to be legal advice. If you have an individual problem or incident that involves a topic covered in this document, please seek a legal opinion that is based upon the facts of your particular case.
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COVID-19

6 Steps for Schools to Respond to an Outbreak

A guide for district and school leaders if coronavirus emerges in your communities.
[\[CDC's full list of guidelines for schools\]](#)

- 1. Defer to health department protocols.**
The Centers for Disease Control and Prevention says "schools are not expected to make decisions about dismissal or canceling events on their own," nor to screen students or staff to determine a COVID-19 diagnosis. Those tasks are the responsibility of state and local health departments, which have liaisons who will work with school districts as cases arise.
When making contact with health department officials, schools should have data ready to support their initial findings, said Em Stephens, a respiratory disease coordinator for the Virginia Department of Health. That includes: total number of students and staff; number of students and staff who are ill or have been diagnosed with COVID-19; and number of COVID-19 cases from the same classroom.
- 2. Develop a tentative plan for how school closures will work.**
Closing schools as a preventative measure at the first sign of outbreak could have "downstream" negative effects that school leaders need to consider, says Rachel Orscheln, associate professor of pediatrics and infectious diseases at Washington University School of Medicine in St. Louis.
"It disrupts [students'] normal routine, likely causes anxiety in the children, disrupts their educational process, and certainly impacts parents who now need to offer alternative child care which may not be readily available." That move could also sideline parents who are healthcare workers and other emergency personnel, leaving them unable to contribute in their communities. Health officials will help schools make decisions about when to close and for how long.
- 3. Monitor absenteeism patterns.**
Abnormal spikes in absences over a short period can be an indication that disease of some kind is quickly spreading in the school. Health departments will be interested in finding out how many of those absences appear to be connected to respiratory illnesses like the common cold or "the flu," which share symptoms with COVID-19 including fever, cough, and shortness of breath. During this period, the CDC recommends, "perfect attendance awards and initiatives" should be actively discouraged.
- 4. Clean routinely.**
"Viruses can live on surfaces for a long time after they've been touched," Orscheln said. It's important for schools to routinely clean high-touch surfaces—the CDC says doorknobs, light switches, and countertops. The American Chemistry Council's Center for Biocide Chemistries [has put together a list of products](#) that have been pre-approved by the U.S. Environmental Protection Agency for use in situations like this.
- 5. Create communications plans.**
Providing staff, parents, and students with as much information as possible will help prevent misconceptions. At the same time, districts must follow privacy restrictions on sharing details about people who have the disease and clear all correspondence with health officials.
Check with local and state health authorities to see if they have documentation that school districts may use as models rather than starting from scratch, said Stephens from the Virginia health department. "Any information they put together is always a great resource," she said.
- 6. Consider limiting big-group gatherings.**
As COVID-19 spreads, it may be best to limit people's exposure to large groups of people. To that effect, the CDC recommends putting together grab-and-go bagged lunches or meal delivery options for students, rather than having everyone congregate in a cafeteria. The CDC has previously recommended [spacing out students' desks](#) by at least three feet as a mitigation measure.

—Reporting by Mark Lieberman

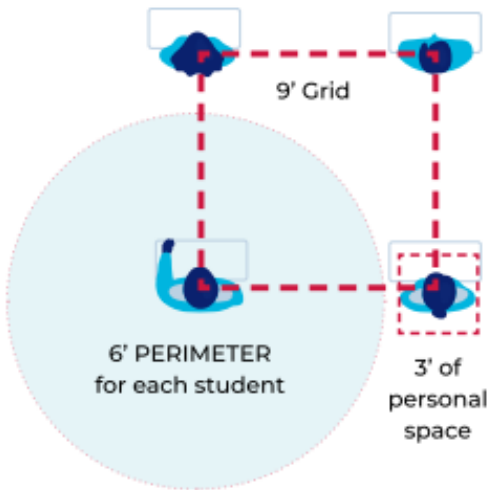
For the most relevant news, information, and resources about how schools should prepare and respond, visit: www.edweek.org/ga/coronavirus

School Buildings and Social Distancing: A Downloadable Guide



HOW MANY STUDENTS CAN FIT IN A CLASSROOM?

- 1) Measure and record room dimensions (width x depth)
- 2) Subtract any square footage taken up by furnishings
- 3) Divide the available space by **44 square feet per person** (to allow for students to have **3 feet of personal space** and **6 feet perimeter** of socially distanced space.)
- 4) Reserve one of the available spaces for a teacher and another for an instructional aide, if necessary.

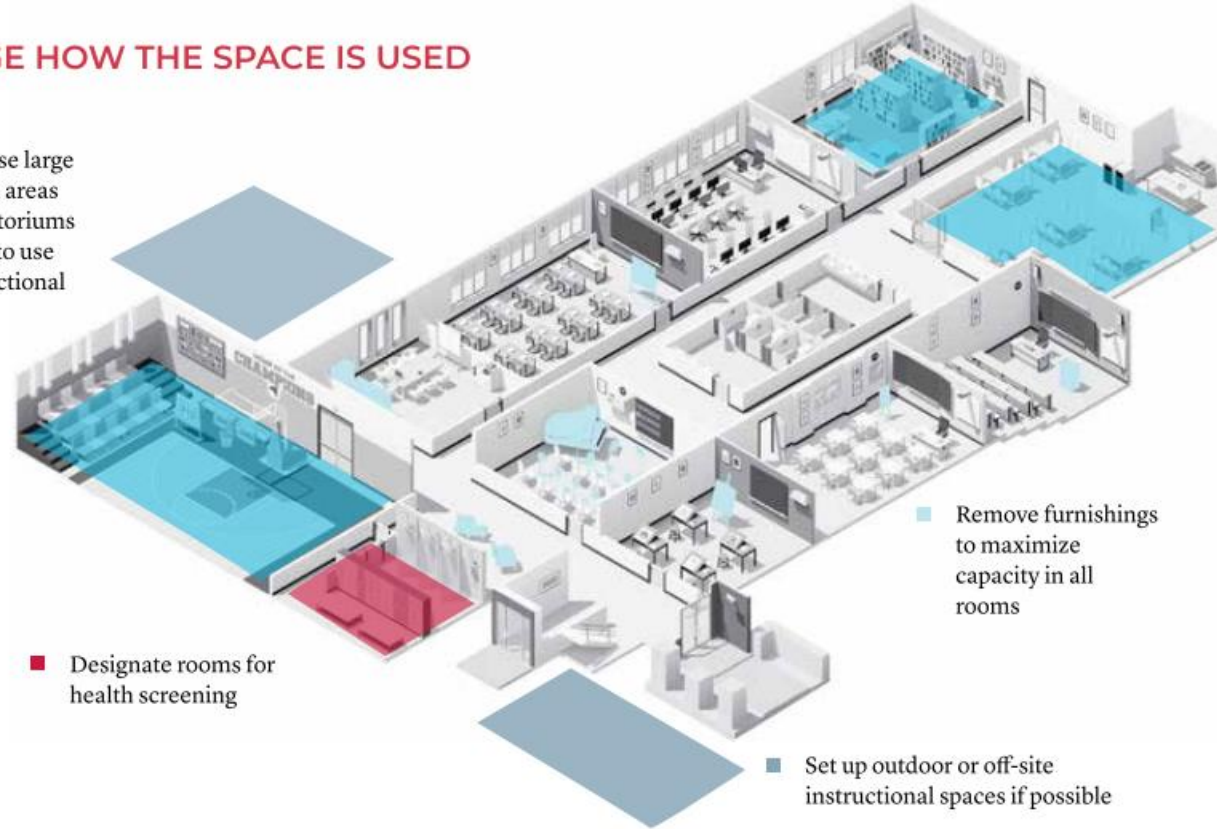


HOW WE GO BACK TO SCHOOL

Social Distancing: Making It Work

CHANGE HOW THE SPACE IS USED

- Repurpose large common areas like auditoriums or gyms to use as instructional spaces



Key Messages and Actions for COVID-19 Prevention and Control in Schools

March 2020



V. STUDENTS AND CHILDREN

Children and young people should understand basic, age-appropriate information about coronavirus disease (COVID-19), including its symptoms, complications, how it is transmitted and how to prevent transmission. Stay informed about COVID-19 through reputable sources such as UNICEF, WHO and national health ministry advisories. Be aware of fake information/myths that may circulate by word-of-mouth or online.

CHECKLIST FOR STUDENTS AND CHILDREN

- 1.** In a situation like this it is normal to feel sad, worried, confused, scared or angry. Know that you are not alone and talk to someone you trust, like your parent or teacher so that you can help keep yourself and your school safe and healthy.
 - Ask questions, educate yourself and get information from reliable sources

- 2.** Protect yourself and others
 - Wash your hands frequently, always with soap and water for at least 20 seconds
 - Remember to not touch your face
 - Do not share cups, eating utensils, food or drinks with others

- 3.** Be a leader in keeping yourself, your school, family and community healthy.
 - Share what you learn about preventing disease with your family and friends, especially with younger children
 - Model good practices such as sneezing or coughing into your elbow and washing your hands, especially for younger family members

- 4.** Don't stigmatize your peers or tease anyone about being sick; remember that the virus doesn't follow geographical boundaries, ethnicities, age or ability or gender.

- 5.** Tell your parents, another family member, or a caregiver if you feel sick, and ask to stay home.



Key Messages and Actions for COVID-19 Prevention and Control in Schools

March 2020



III. SCHOOL ADMINISTRATORS, TEACHERS AND STAFF

Key Messages & Actions

CHECKLIST FOR SCHOOL ADMINISTRATORS, TEACHERS AND STAFF

- 1. Promote and demonstrate regular hand washing and positive hygiene behaviors and monitor their uptake. Ensure adequate, clean and separate toilets for girls and boys
 - Ensure soap and safe water is available at age-appropriate hand washing stations
 - Encourage frequent and thorough washing (at least 20 seconds)
 - Place hand sanitizers in toilets, classrooms, halls, and near exits where possible
 - Ensure adequate, clean and separate toilets or latrines for girls and boys
- 2. Clean and disinfect school buildings, classrooms and especially water and sanitation facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning aids etc.)
 - Use sodium hypochlorite at 0.5% (equivalent 5000ppm) for disinfecting surfaces and 70% ethyl alcohol for disinfection of small items, and ensure appropriate equipment for cleaning staff
- 3. Increase air flow and ventilation where climate allows (open windows, use air conditioning where available, etc.)
- 4. Post signs encouraging good hand and respiratory hygiene practices
- 5. Ensure trash is removed daily and disposed of safely

Implement social distancing practices that may include:

- Staggering the beginning and end of the school day
- Cancelling assemblies, sports games and other events that create crowded conditions
- When possible, create space for children's desks to be at least one metre apart
- Teach and model creating space and avoiding unnecessary touching



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Coronavirus Disease 2019 (COVID-19)

Schools and Childcare Programs

Plan, Prepare, and Respond

Updated July 24, 2020

Languages ▾

Print



[Statement on the Importance of Reopening America's Schools this Fall](#)

For School and Program Administrators

Preparing for a Safe Return to School

The latest science on transmission risk, and the costs and benefits of opening schools

[Preparing Schools](#)

Operating Schools During COVID-19

Guiding principles and mitigation strategies to use when school is open

[Operating Schools](#)

[Cloth Face Coverings in Schools](#) >

[Screening Students for Symptoms](#) >

[Testing in Schools](#) >

[Guidance for Childcare Programs](#) >

[FAQs About Reopening](#) >

For Parents and Caregivers

Deciding How to Go Back to School

To help parents and caregivers weigh the risks and benefits of their options

[Decision-Making Tool](#)






Checklists for Going Back to School

Tips to help plan for school, including in-person, virtual, and at-home learning

[Checklists for Families](#)

Coronavirus Disease 2019 (COVID-19)






- Your Health 
- Community, Work & School **
- Healthcare Workers & Labs 
- Health Depts 
- Cases & Data 
- More 

-  Community, Work & School
- Health Equity
- Community Mitigation Framework
- Cleaning & Disinfecting 
- Businesses & Workplaces 
- Worker Safety & Support 
- Schools & Child Care **
- Guidance for Schools & Child Care
- Supplemental Guidance for Child Care
- Preparing a Safe Return to School
- Operating Schools**
- Deciding How to Go Back to School
- Screening Students for Symptoms
- Checklists for Going Back to School

COMMUNITY, WORK & SCHOOL

Considerations for Schools

Operating Schools During COVID-19

Updated May 19, 2020 Languages  Print     

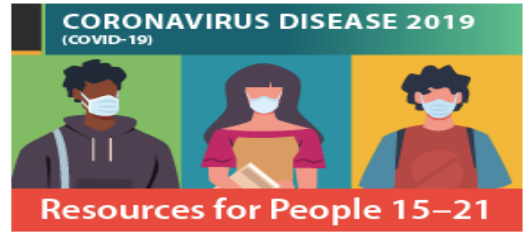
As some communities in the United States open K-12 schools, CDC offers the following considerations for ways in which schools can help protect students, teachers, administrators, and staff and slow the spread of COVID-19. Schools can determine, in collaboration with [state and local health officials](#) to the extent possible, whether and how to implement these considerations while adjusting to meet the unique needs and circumstances of the local community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs of each community. School-based health facilities may refer to CDC's [Guidance for U.S. Healthcare Facilities](#) and may find it helpful to reference the [Ten Ways Healthcare Systems Can Operate Effectively During the COVID-19 Pandemic](#). These considerations are meant to supplement—**not replace**—any state, local, territorial, or tribal health and safety laws, rules, and regulations with which schools must comply.

[Preparing for a Safe Return to School](#): The latest science on transmission risk, and the costs and benefits of opening schools

Guiding Principles to Keep in Mind

The more people a student or staff member interacts with, and the longer that

- ### On This Page
- [Guiding Principles](#)
 - [Reduce Spread](#)
 - [Healthy Environments](#)
 - [Healthy Operations](#)
 - [When Someone Gets Sick](#)
 - [Other Resources](#)



Fact Sheets

Wear a Cloth Face Covering to Protect You and Your Friends

PUT ON

- WASH YOUR HANDS
- PLACE OVER NOSE AND MOUTH
- MAKE SURE YOU CAN BREATHE EASILY

TAKE OFF

- TAKE OFF YOUR FACE COVERING
- FOLD OUTSIDE CORNERS TOGETHER
- PUT AWAY FOR WASHING
- WASH YOUR HANDS

WASH YOUR HANDS OFTEN, WEAR A MASK, AND STAY 6 FEET FROM OTHERS.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

Help Protect Yourself and Others from COVID-19

Stay 6 feet from others

Wear a cloth face covering

Wash your hands often



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

What Your Test Results Mean

If you test positive, stay home

- Separate yourself from others
- Rest & hydrate

If you test negative, prevent getting sick by

- Social distance
- Wear a face covering
- Wash your hands

6 ft



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)



Coronavirus Self-Checker
Customize and embed a symptom checking tool on your website.

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>



COVID-19 Data Tracker
Interactive data about COVID-19 cases and deaths

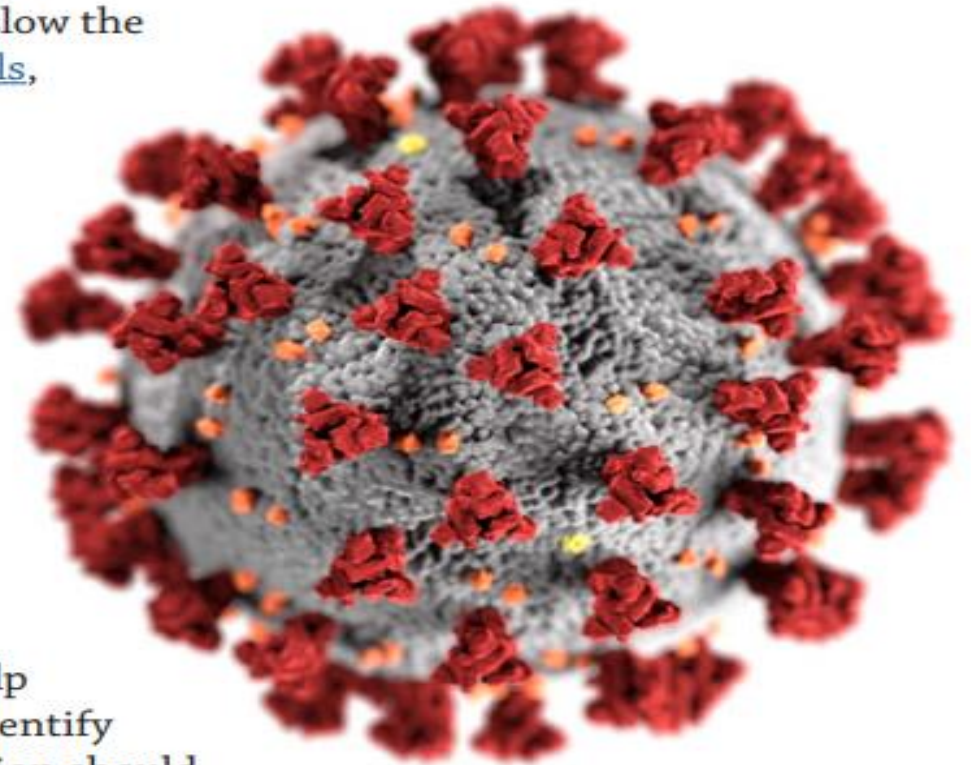
Considerations for K-12 Schools: Readiness and Planning Tool

CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.



Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures

Point Person(s): _____

- Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.
- Consult local health officials about the school's approach to planning for COVID-19.
- Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.
- Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness.
 - Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.
 - Offer flexible sick leave policies and practices.
 - Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).
- Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.
- Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.
- Develop a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.

Facilities and Supplies

Point Person(s): _____

- Obtain supplies including:
 - soap
 - hand sanitizer (at least 60% alcohol)
 - paper towels
 - tissues
 - cleaning and disinfection supplies
 - cloth face coverings (as feasible)
 - no-touch/foot pedal trash cans
 - no-touch soap/hand sanitizer dispensers
 - disposable food service items
 - other: _____
- Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:
 - buses or other transport vehicles
 - frequently touched surfaces (e.g., desks, door handles, railings)
 - communal spaces (e.g., restrooms)
 - shared objects (e.g., gym equipment, art supplies, games)
 - other: _____
- Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.

Education and Training

Point Person(s): _____

- Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school.
- Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.
- Teach the importance of handwashing with soap and water for at least 20 seconds.
- Teach the importance of social distancing and staying with small groups, if applicable.
- Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should **not** be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help
- Provide information on proper use, removal, and washing of cloth face coverings.
- Train staff on all safety protocols.
 - Conduct training virtually or maintain social distancing during training.

Policies and Procedures	Facilities and Supplies	Communication and Messaging	Gatherings, Visitors, and Events
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students). <input type="checkbox"/> Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities. <ul style="list-style-type: none"> <input type="checkbox"/> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible. <input type="checkbox"/> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers. <input type="checkbox"/> Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria. <input type="checkbox"/> Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations). <input type="checkbox"/> Develop a plan for if someone gets sick or shows symptoms of COVID-19. <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input type="checkbox"/> Close communal spaces or develop a plan for staggered use and cleaning and disinfecting. <input type="checkbox"/> Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students. <input type="checkbox"/> Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another. <input type="checkbox"/> Ensure all water systems and features are safe to use after a prolonged facility shutdown. <input type="checkbox"/> Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable. <li style="background-color: #ffffcc;"><input type="checkbox"/> Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks). <li style="background-color: #ffffcc;"><input type="checkbox"/> Provide physical guides, such as tape on floors and signs on walls, to promote social distancing. <li style="background-color: #ffffcc;"><input type="checkbox"/> Space seating at least 6 feet apart and turn desks to face in the same direction. <input type="checkbox"/> Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so). <input type="checkbox"/> Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use. <input type="checkbox"/> Encourage organizations that share the school facilities to follow these considerations. 	<p>Point Person(s): _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Post signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include: <ul style="list-style-type: none"> <input type="checkbox"/> entrances <input type="checkbox"/> dining areas <input type="checkbox"/> restrooms <input type="checkbox"/> classrooms <input type="checkbox"/> administrative offices <input type="checkbox"/> cafeteria <input type="checkbox"/> auditorium <input type="checkbox"/> janitorial staff areas <input type="checkbox"/> other _____ <input type="checkbox"/> Develop plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on: <ul style="list-style-type: none"> <input type="checkbox"/> websites <input type="checkbox"/> email <input type="checkbox"/> social media accounts <input type="checkbox"/> other _____ <input type="checkbox"/> Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements. <input type="checkbox"/> Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746. <input type="checkbox"/> Notify all staff and families of who to contact for questions and concerns related to COVID-19. <input type="checkbox"/> Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities. 	<p>Point Person(s): _____</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held. <input type="checkbox"/> Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained. <input type="checkbox"/> Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially those who are not from the local geographic area (e.g., community, town, city, country.) <input type="checkbox"/> Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible. <input type="checkbox"/> If offering sporting activities, develop a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities. <input type="checkbox"/> Identify and prioritize outdoor activities where social distancing can be maintained as much as possible. <input type="checkbox"/> Other: _____

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures

- Point Person(s): _____
- Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates.
 - Ensure a staff person is assigned to respond to COVID-19 concerns.
 - Monitor absenteeism of students and staff.
 - Ensure roster of trained back-up staff is updated.
 - Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.
 - Ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed.
 - Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible.
 - Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities.
 - Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan.
 - Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers.
 - Adhere to and review protocols to limit contact between small groups and with other students' guardians.

Facilities and Supplies

- Monitor safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
- Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
- Ensure ventilation systems operate properly.
- Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
- In transport vehicles, ensure one student per row, skipping rows when possible.
- For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
- Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
- Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.
- Other: _____

Education and Training

- Point Person(s): _____
- Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school.
 - Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.
 - Reinforce and monitor handwashing with soap and water for at least 20 seconds.
 - Reinforce the importance of social distancing and staying with small groups, if applicable.
 - Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.
 - Reinforce the use of cloth face coverings. Cloth face coverings should **not** be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help.
 - Provide information on proper use, removal, and washing of cloth face coverings.
 - Train staff on all safety protocols.
 - Conduct training virtually or maintain social distancing during training.

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick	When Someone Gets Sick	After Someone Gets Sick
<p>Point Person(s): _____</p>	<p>Point Person(s): _____</p>	<p>Point Person(s): _____</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. <input type="checkbox"/> Develop systems to: <ul style="list-style-type: none"> <input type="checkbox"/> Have individuals self-report to administrators if they have symptoms of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days. <input type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19. <input type="checkbox"/> Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies. <input type="checkbox"/> Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary. <input type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19. 	<ul style="list-style-type: none"> <input type="checkbox"/> Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19. <input type="checkbox"/> If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are. <input type="checkbox"/> If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19. <input type="checkbox"/> Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable). <input type="checkbox"/> Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation. <input type="checkbox"/> Other: _____ <p>Notes and Next Steps:</p> <div style="background-color: #e6f2ff; height: 150px; width: 100%;"></div>	<ul style="list-style-type: none"> <input type="checkbox"/> In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA). <input type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure. <input type="checkbox"/> Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop. <input type="checkbox"/> Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children. <input type="checkbox"/> Other: _____

Coronavirus Disease 2019 (COVID-19)

Your Health ▾

Community, Work & School ▾

Healthcare Workers & Labs ▾

Health Depts ▾

Cases & Data ▾

More ▾

🏠 Community, Work & School

Health Equity +

Community Mitigation Framework

Cleaning & Disinfecting +

Businesses & Workplaces +

Worker Safety & Support +

Schools & Child Care -

Guidance for Schools & Child Care

Supplemental Guidance for Child Care

Preparing a Safe Return to School

Operating Schools

Deciding How to Go Back to School

Screening Students for Symptoms

Checklists for Going Back to School

Cloth Face Coverings in Schools

Testing in K-12 Schools

Suggestions for Youth and Summer Camps

Considerations for Youth Sports

COMMUNITY, WORK & SCHOOL

Back to School Planning: Checklists to Guide Parents, Guardians, and Caregivers

Updated July 23, 2020

[Languages](#) ▾

[Print](#)



For many families, back to school planning will look different this year than it has in previous years. Your school will have new policies in place to prevent the spread of COVID-19. You may also be starting the school year with virtual learning components. Whatever the situation, these checklists are intended to help parents, guardians, and caregivers, plan and prepare for the upcoming school year.

Some of the changes in schools' classroom attendance or structure may include:

- **Cohorts:** Dividing students and teachers into distinct groups that stay together throughout an entire school day during in-person classroom instruction. Schools may allow minimal or no interaction between cohorts (also sometimes referred to as pods).
- **Hybrid:** A mix of virtual learning and in-class learning. Hybrid options can apply a cohort approach to the in-class education provided.
- **Virtual/at-home only:** Students and teachers engage in virtual-only classes, activities, and events.

Planning for In-Person Classes

Going back to school this fall will require schools and families to work together even more than before. Schools will be making changes to their policies and operations with several goals: supporting learning; providing important services, such as school meals, extended daycare, extracurricular activities, and social services; and limiting the transmission of SARS-CoV-2, the virus that causes COVID-19. Teachers and staff can teach and encourage preventive behaviors at school. Likewise, it will be important for families to emphasize and model healthy behaviors at home and to talk to your children about changes to expect this school year. Even if your child will attend school in-person, it is important to prepare for the possibility of virtual learning if school closes or if your child becomes exposed to COVID-19 and needs to stay home.

CDC has created a checklist to help with back to school planning for school year (SY) 2020-2021. If your school uses a hybrid model, you may want to review both the in-person and virtual/at-home learning checklists.

On This Page

[Planning for In-Person Classes](#)

[Planning for Virtual or At-home Learning](#)

[Resources to Navigate Stress and Uncertainty](#)

[Exit Notification/Disclaimer Policy](#)

[Planning for In-Person Classes](#) 📄

Coronavirus Disease 2019 (COVID-19)

Checklist: Planning for In-Person Classes

Actions to take and points to consider	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should not go to school. <input type="checkbox"/> Make sure your child does not have a sore throat or other signs of illness, like a cough, diarrhea, severe headache, vomiting, or body aches. <input type="checkbox"/> If your child has had close contact to a COVID-19 case, they should not go to school. Follow guidance on what to do when someone has known exposure. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify your school point person(s) to contact if your child gets sick. 	<p>Name of school point person(s):</p> <input type="text"/> <p>Contact information:</p> <input type="text"/>
<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with local COVID-19 testing sites in the event you or your child develops symptoms. These may include sites with free testing available. 	<p>My local testing options:</p> <input type="text"/> <input type="text"/> <input type="text"/>
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your child is up-to-date with all recommended vaccines, including for flu. All school-aged children should get an influenza flu vaccine every season, with rare exceptions. This is especially important this year because we do not yet know if being sick with COVID-19 at the same time as the flu will result in more severe illness. 	<p>Date of flu vaccination:</p> <input type="text"/>
<ul style="list-style-type: none"> <input type="checkbox"/> Review and practice proper hand washing techniques at home, especially before and after eating, sneezing, coughing, and adjusting a face cover. Make hand washing fun and explain to your child why it's important. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with how your school will make water available during the day. Consider packing a water bottle. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop daily routines before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) cloth face covering) and things to do when you return home (like washing hands immediately and washing worn cloth face coverings). 	

<ul style="list-style-type: none"> <input type="checkbox"/> Talk to your child about precautions to take at school. Children may be advised to: <ul style="list-style-type: none"> ◦ Wash and sanitize their hands more often. ◦ Keep physical distance from other students. ◦ Wear a cloth face covering. ◦ Avoid sharing objects with other students, including water bottles, devices, writing instruments, and books. ◦ Use hand sanitizer (that contains at least 60% alcohol.) Make sure you're using a safe product. FDA recalled products that contain toxic methanol. Monitor how they feel and tell an adult if they are not feeling well. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Develop a plan as a family to protect household members who are at increased risk for severe illness. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school. If that list includes anyone who is at increased risk for severe illness from COVID-19, consider identifying an alternate person. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with your school's plan for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Plan for possible school closures or periods of quarantine. If transmission is increasing in your community or if multiple children or staff test positive for COVID-19, the school building might close. Similarly, if a close contact of your child (within or outside of school) tests positive for COVID-19, your child may need to stay home for a 2-week quarantine period. You may need to consider the feasibility of teleworking, taking leave from work, or identifying someone who can supervise your child in the event of school building closures or quarantine. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Plan for transportation: <ul style="list-style-type: none"> ◦ If your child rides a bus, plan for your child to wear a cloth face covering on the bus and talk to your child about the importance of following bus rules and any spaced seating rules. ◦ If carpooling, plan on every child in the carpool and the driver wearing cloth face coverings for the entire trip. If your school uses the cohort model, consider finding families within your child's group/cohort at school to be part of the carpool. 	
<ul style="list-style-type: none"> <input type="checkbox"/> If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue. 	
<ul style="list-style-type: none"> <input type="checkbox"/> If your child receives speech, occupational or physical therapy or other related services from the school, ask your school how these services will continue. 	
<ul style="list-style-type: none"> <input type="checkbox"/> If your child receives mental health or behavioral services (e.g., social skills training, counseling), ask your school how these services will continue. 	

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020
PART 3 - TRANSITION JOINT GUIDANCE



Introduction

“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.”
-- **Malcolm X**

The COVID-19 pandemic wrought a drastic and unexpected upheaval on Illinois schools and districts. But with creativity, adaptability, and dedication, Illinois’ leaders, educators, families, and students rose to the challenge.

This Part Three of the Transition Advisory Workgroup’s recommendations follows Part One, which focused on closing out the 2019-20 school year, and Part Two, which focused on summer school and other allowable activities. Part Three now addresses the start of the 2020-21 school year and the return to in-person instruction.

Since March 17, 2020, Illinois schools and districts have provided students with remote learning opportunities and continuity of education to the greatest extent possible. However, no amount of technology can replicate the effect of face-to-face interactions and instruction between teachers and students. This Part Three document endeavors to guide schools and districts in transitioning back to in-person learning, while holding paramount the health and safety of students and communities.

ISBE urges schools and districts to plan for and implement the transition to in-person instruction through the lens of equity. As described in ISBE’s equity statement, “Illinois has an urgent and collective responsibility to achieve educational equity by ensuring that all policies, programs, and practices affirm the strengths that each and every child brings within their diverse backgrounds and life experiences, and by delivering the comprehensive supports, programs, and educational opportunities they need to succeed.”

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020

PART 3 - TRANSITION JOINT GUIDANCE



Phase 4 Overview

In-person instruction may resume as regions transition to Phase 4. Districts must follow IDPH guidelines, which provide the following:

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

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

It is important to note that these requirements are subject to change pursuant to updated public health guidance and changing public health conditions. School leaders should remain alert for any updates.

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

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020

PART 3 - TRANSITION JOINT GUIDANCE



Planning

PA 101-0643 requires that school districts “adopt a Remote and Blended Remote Learning Day Plan approved by the district superintendent.” Furthermore, the legislation stipulates that “Remote Learning Day or Blended Remote Learning Day may be met through a district’s implementation of an e-learning program under Section 10-20.56.”

We recognize the impact COVID-19 has had on each aspect of our education system and the great potential for the crisis to deepen inequities students face; therefore, we recommend that schools and districts create a diverse Transition Planning Team in preparation for a return to in-person instruction under IDPH-approved guidance. Planning Teams (or if a Planning Team is not established, district administrators) are encouraged to follow the recommendations below.

The Planning Team should consider gathering data on student attendance, engagement, and academic success, as well as feedback from all stakeholders to assess the effectiveness of the Remote Learning Day Plan implemented following the suspension of in-person instruction. This information may be used when developing a revised plan for Remote and Blended Remote Learning Days. Special consideration should be given to seeking data and feedback regarding the social-emotional needs of students, parents, and staff as they return to in-person instruction. Data and feedback should be analyzed through an equity lens to determine what student groups may need greater supports to meet high standards in a Remote or Blended Remote Learning environment.

Planning Teams may develop a Remote and Blended Remote Learning Day Plan that is articulated, clear, and accessible to all stakeholders. We recommend that Planning Teams include key stakeholders and staff that, at a minimum, may represent the following categories, where applicable: administrators; educators; school support personnel, including nurses, counselors, social workers, psychologists, and speech-language pathologists; paraprofessionals; non-licensed staff; students; and families. Teams should also regularly consult with local public health officials.

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020
PART 3 - TRANSITION JOINT GUIDANCE



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

The [National Institute for Excellence in Teaching Planning Guide](#) includes a section on taking school- and district-level inventories of students; staff, including available substitutes; facilities, including available buses; technology, etc. that may be useful to planning teams.

PLANNING GUIDE

Scenarios and
Considerations
for 2020-21
Updated July 16, 2020



NIET NATIONAL INSTITUTE FOR
EXCELLENCE IN TEACHING

SCENARIO 1:
All Students in Physical Buildings

SCENARIO 2:
Some Students in Physical
Buildings with Some Virtual

SCENARIO 3:
All Students Virtual

SCENARIO 4:
Intermittent Virtual

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020

PART 3 - TRANSITION JOINT GUIDANCE



Blended Remote Learning Days

Schools and districts are strongly encouraged to provide in-person instruction to students. However, schools and districts that are unable to adhere to IDPH requirements may choose to implement Blended Remote Learning Days, which are authorized by PA 101-0643. During these days, schools and districts may utilize hybrid models of in-person and remote instruction.

Student Scheduling Considerations

A **high priority** should be placed on providing in-person instruction for students who have Individualized Education Programs (IEPs), 504 Plans, and/or who receive English language supports when building an equitable schedule for Blended Remote Learning Days. These students should be in attendance in-person daily during Blended Remote Learning Days. In addition, schools should consider prioritizing in-person instruction for students under the age of 13 and those who have had greater difficulty learning remotely, as evidenced by the intake form and attendance rates from spring 2020.

IEP teams should consider appropriate in-person instruction for special education students. The U.S. Department of Education's guidance states, "Where, due to the global emergency and resulting closures of schools, there has been an inevitable delay in providing services – or even making decisions about how to provide services - Individualized Education Program (IEP) teams must make an individualized determination whether and to what extent compensatory services may be needed when schools resume normal operations." Students with 504 Plans or who receive English language services may also have a school-based team consider individualized transition plans to support the transition to in-person learning. Consider holding a reintegration meeting with school staff, parents/guardians/caregivers, and students to address any specific health concerns or learning needs or gaps identified during remote learning.

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020

PART 3 - TRANSITION JOINT GUIDANCE



Special Education Considerations

Districts remain responsible for ensuring that special education students receive a free appropriate public education. They are required to address the individual needs of students eligible for special education services. Blended Remote Learning Plans must address the unique needs of students eligible for special education services. Conversations at the district level should include the type of training that should be provided to the classroom teacher and, when applicable, the paraprofessional; the planning time that should be provided; and collaboration for Blended Remote Learning Days. It is important to utilize paraprofessionals in the general education classroom during the transition from remote learning.

Districts must adhere to timelines for annual IEP meetings and required evaluations. There continues to be limited flexibility from complying with federal and state laws. All Individuals with Disabilities Education Act and Section 504 timelines remain in effect. IEP teams should meet to determine whether any amendments to students IEPs are necessary to address students' current levels of performance.

IEP teams must make individualized determinations regarding placement and where special education students receive services. Students must receive education in their least restrictive environment, according to federal and state laws. Staff, therapists, and paraprofessionals may be able to work in person with students if appropriate safety measures are in place.

Additional guidance may be provided on transition and special education services.

Personal Protective Equipment

Ensure that appropriate PPE is made available to and used by staff, based on job-specific duties and risk of exposure.

Item	Examples
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Face Coverings



Types:
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html>

1. N95 masks
2. Surgical masks
3. Homemade masks/face coverings. The Illinois Department of Public Health has provided guidance on when to where a mask, how to construct a mask and how to care for masks. <https://www.dph.illinois.gov/covid19/community-guidance/mask-use>. The U.S. Centers for Disease Control and Prevention (CDC) now recommends wearing cloth face coverings in public settings where other social distancing measures are difficult to maintain (e.g., grocery stores and pharmacies), especially in areas of significant community-based transmission. CDC also advises the use of simple cloth face coverings to slow the spread of the virus and help people who may have the virus and do not know it from transmitting it to others.

Eye and Face Protective Tools

Types:
<https://www.cdc.gov/niosh/topics/eye/eye-infectious.html>

1. Face Shields
2. Safety Goggles
3. Safety Glasses

Gloves

Types:

1. Surgical gloves
2. Nitrile gloves
3. Food service gloves
4. Plastic gloves

Isolation Gown

Guidance for Schools
<https://dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus/schools-guidance>

Cleaning Supplies/Disinfectant

Normal janitorial cleaning and disinfectant supplies probably are sufficient, but preference should be given to items on USEPA's List N: Disinfectants for use against SARS CoV 2.
<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>

Soap

Regular soap is sufficient provided individuals washes their hands for twenty seconds using soap and warm water.

Thermometers

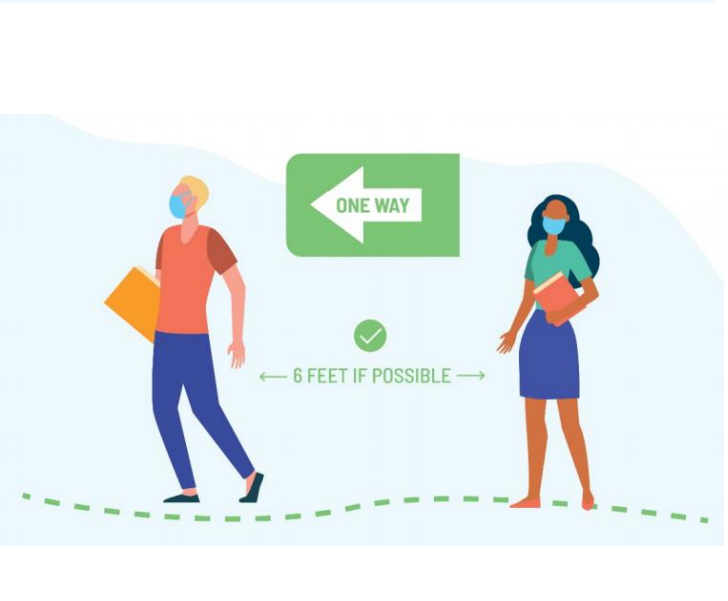
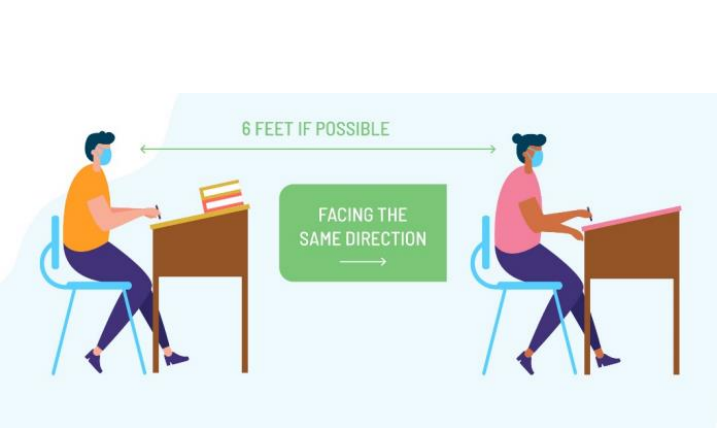
Non-contact thermometers preferred.

Hand Sanitizer

Hand sanitizer should contain at least 60 to 95% alcohol

STARTING THE 2020-21 SCHOOL YEAR

JUNE 23, 2020
PART 3 - TRANSITION JOINT GUIDANCE



FILED
INDEX DEPARTMENT

SPRINGFIELD, ILLINOIS

JUL 24 2020

IN THE OFFICE OF
SECRETARY OF STATE

July 24, 2020

Executive Order 2020-47

EXECUTIVE ORDER 2020-47
(COVID-19 EXECUTIVE ORDER NO. 44)

THEREFORE, by the powers vested in me as the Governor of the State of Illinois, pursuant to the Illinois Constitution and Sections 7(1), 7(2), 7(8), and 7(12) of the Illinois Emergency Management Agency Act, 20 ILCS 3305, and consistent with the powers in public health laws, I hereby order the following, effective July 24, 2020:

Section 1. All public and nonpublic schools in Illinois serving pre-kindergarten through 12th grade students may open for in-person educational purposes following the completion of the regular 2019-2020 school term. All public and nonpublic schools must follow IDPH and ISBE guidance during Phase 4 and take proactive measures to ensure the safety of students, staff, and visitors, including, but not limited to the following public health guidelines:

- a. Limiting the number of people in one space to fifty or fewer.
- b. Ensuring compliance with social distancing requirements to the greatest extent possible. For purposes of this Executive Order, social distancing includes maintaining at least six-foot distance from other individuals and discouraging physical contact between individuals.
- c. Requiring symptom screenings and temperature checks or requiring individuals to self-certify that they are free of COVID-19 symptoms before entering school buildings.
- d. Ensuring appropriate hygienic practices, including washing hands with soap and water for at least twenty seconds as frequently as possible or using hand sanitizer, covering coughs or sneezes (into the sleeve or elbow, not hands), discouraging the sharing of personal items, and regularly cleaning and disinfecting high-touch surfaces.
- e. Requiring the use of appropriate personal protective equipment by students, staff, and visitors, including the use of face coverings by individuals who are over age two and able to medically tolerate a face covering. Schools must provide face coverings to all employees who are not able to maintain a minimum six-foot social distance at all times and, to the extent possible, make face coverings available for all students.





State of Illinois
Illinois Department of Public Health

Pandemic COVID-19 Checklist: K-12 School Administrators

As administrators, you can plan and make decisions now that will protect the health of students in your care and your community during a COVID-19 pandemic. Because students are in close contact with each other in the school setting, schools are places where COVID-19 can quickly spread. You may be faced with making decisions about school dismissals and closures. Use this checklist to help you take steps to plan and protect the health of students in your care and your community.



<http://www.dph.illinois.gov/sites/default/files/COVID-19%20Schools%20Checklist%20030420.pdf>



Pandemic COVID-19 Checklist: K-12 School Administrators

Before a pandemic: PLAN

- Connect with your local board of education and health department to review or develop a pandemic COVID-19 plan for your community.
 - Create an emergency communication plan for your school.
 - Share plans with staff, parents, and students.
 - Support flexible attendance and sick leave policies for students and staff.
- Develop a protocol for screening ill students and staff, including if the school nurse is unavailable.
 - Develop a monitoring system to alert the local health department about large increases in absenteeism.
 - Identify strategies to continue educating students if schools close (for example, web-based instruction and e-mail).
 - Plan ways to continue student services (such as, meal and social services) if schools close.



Pandemic COVID-19 Checklist: K-12 School Administrators

During a pandemic: TAKE ACTION

- Put your plans into action, as needed.
 - Educate parents, students, and staff on symptoms and what to do if someone becomes ill at school.
 - Ensure ill students and staff are staying home or are sent home.
 - Track student absenteeism due to COVID-19-like symptoms.
 - Encourage students and staff to practice healthy behaviors (for example covering their coughs and sneezes and washing their hands often).
- Ensure availability of supplies (such as tissues, soap, and paper towels).
 - Provide education on hand hygiene (how and when it should be done); consider incorporating scheduled hand hygiene breaks into daily routine.
 - Increase cleaning and disinfection of frequently touched surfaces and objects (such as computers, desks, and doorknobs).
 - Designate a room and transportation for sick students and staff.



Pandemic COVID-19 Checklist: K-12 School Administrators

After a pandemic: FOLLOW UP

- Discuss and note lessons learned.
- Improve your plans accordingly.
- Maintain community partnerships
- Test and update your plans regularly.

- _____
- _____
- _____
- _____

Blended Virtual Learning Schedule
2020-21
August 19th - December 18th

Schools will follow a three-tier bell schedule		
TIER 1 7:30 a.m. - 1:00 p.m.	TIER 2 8:30 a.m. - 2:00 p.m.	TIER 3 9:30 a.m. - 3:00 p.m.
<ul style="list-style-type: none"> Manual Richwoods Peoria High T.T.P. Valeska Hinton -Main Campus Lindbergh Mark Bills Rolling Acres Jamieson 	<ul style="list-style-type: none"> Calvin Coolidge Glen Oak Developmental Center Harrison Roosevelt Sterling Von Steuben Trewyn Washington WCTC Pre-K/CTE 	<ul style="list-style-type: none"> Charter Oak Maude Sanders Franklin Hines Kellar Northmoor Thomas Jefferson Whittier Lincoln

K-12 Students Start date: Wednesday August 19 th , 2020					
Grade Level/ Building	Monday	Tuesday	Wednesday	Thursday	Friday
	A On Campus Teacher-Directed Learning	B On Campus Teacher Directed Learning	A On Campus Teacher Directed Learning	B On Campus Teacher Directed Learning	Alternating weekly A/B schedules and Deep Cleaning
Tier 1 Schools	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	
Tier 2 Schools	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	
Tier 3 Schools	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	
	Group B Virtual/Independent Learning	Group A Virtual/Independent Learning	Group B Virtual/Independent Learning	Group A Virtual/Independent Learning	

Students in Self-Contained Classrooms Start date: Wednesday August 19 th , 2020					
Grade Level/ Building	Monday	Tuesday	Wednesday	Thursday	Friday
Tier 1 Schools	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00
Tier 2 Schools	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00
Tier 3 Schools	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00
Jamieson	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00
Trewyn Therapeutic Center (T.T.P.)	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00	7:30 - 1:00

Bilingual Students Start date: Wednesday August 19 th , 2020					
Building	Monday	Tuesday	Wednesday	Thursday	Friday
Whittier K-1	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00
Glen Oak	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00
Harrison	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00	8:30 - 2:00
Lincoln	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00	9:30 - 3:00



RETURN TO LEARNING PLAN PROPOSAL

2020-21 School Year

FAMILY CHOICE

- In-person learning, 5 days a week with remote afternoons, OR
- Complete Remote Learning

CONDENSED IN-PERSON LEARNING SCHEDULE

- Elementary.
7:40 a.m. - 1:00 p.m.
- Secondary.
8:20 a.m. - 12:00 p.m.

The proposed Dunlap CUSD #323 Return to Learning Plan is crafted to follow guidelines, restrictions, and suggestions as outlined in Phase 4 of the Restore Illinois Plan, from the American Academy of Pediatrics, Illinois Department of Public Health, and the CDC. The safety of our students, staff, and community continues to be the utmost priority while planning to welcome back our students for the coming year.

IN-PERSON LEARNING (5 Days a Week)

- Masks are required for staff and students.
- Parents will self-certify that students are free of COVID-19 symptoms.
- Elementary students will remain in classrooms as much as possible. Each day, students will have a different Specials assignment (Art, Music, Technology, World Language) to complete at home.
- Secondary students (6-12) will follow block schedule with 3 periods per day to limit transitions. Students continue asynchronous work at home as directed by teachers.
- Right at School & other area providers are aware of shortened schedule.
- Allows for IEP & ESL minutes, RtI, and making up Incompletes

RATIONALE FOR CONDENSED SCHEDULE

- Inability to staff remote learning to ensure equitable learning opportunities for students unable to attend in-person.
- Allows for internal coverage to address substitute shortage.
- Maximizing instructional minutes while minimizing time spent wearing masks.
- Additional time available to allow custodians to clean and sanitize per guidelines.
- The most fiscally responsible choice based on associated costs.
- Allows for greater opportunity to adhere to ISBE, IDPH, and CDC guidelines.

MITIGATION MEASURES & PRECAUTIONS

- Students and Staff with COVID-19 symptoms (fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea)...
 - Will be asked to isolate/leave school or should not come and isolate for 10 days and have 72 consecutive, symptom-free hours before returning.
 - Confirmed COVID-19 cases not allowed to return without release from Health Department.
- 6-foot social distancing to the greatest extent possible; no more than 50 individuals in one given area.
- Events such as Back-to-School Nights and Orientation will be handled remotely or in small groups.
- Continuous cleaning and disinfecting will take place during the day, as recommended by the CDC, IDPH, and local health departments, with thorough cleaning each evening.

FULL-TIME REMOTE LEARNING

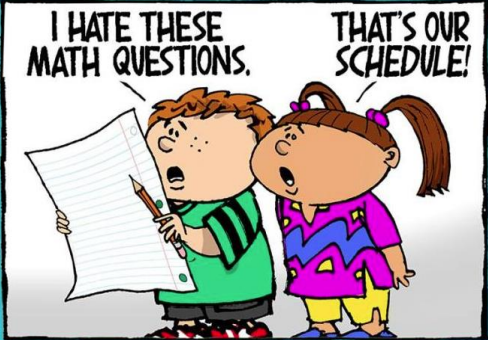
- Remote Learners will need to be able to be more independent in their learning.
- Instruction will stem from Seesaw (K-2 only option) or Canvas with Dunlap teachers engaging will all remote learners.
- Elementary students will focus on core instruction with a different Specials activity each day. Students will be placed into classes with other remote learners from across the district at their grade-level. Both synchronous (teacher-guided) and asynchronous activities (independent) will be assigned.
- Secondary students (grades 6-12) will be able to engage during the day via asynchronous (recorded/independent) activities. Secondary teachers will be available at approximately 1:15 p.m. each day to connect with remote learners.

D323

If Bobby goes to school on Mondays and Wednesdays...

and Suzie goes to school on Tuesdays and Thursdays...

How many hours of online learning will they both have to do on Fridays?



school reopening update



[HOME](#)

[SUMMER INSTITUTE 2020](#)

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[STAY INFORMED](#)

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Summer Institute 2020

Lessons Learned

Takeaways from Spring to Guide us in the Fall



Michael Glenwood / theiSpot

THE RESEARCH IS IN

Covid-19's Impact on Students' Academic and Mental Well-Being

<https://www.edutopia.org/article/covid-19s-impact-students-academic-and-mental-well-being>

3 WAYS TEACHERS CAN PREPARE

•**Focus on relationships first.** Fear and anxiety about the pandemic—coupled with uncertainty about the future—can be disruptive to a student’s ability to come to school ready to learn. Teachers can act as a powerful buffer against the adverse effects of trauma by helping to establish a safe and supportive environment for learning. From morning meetings to regular check-ins with students, [strategies that center around relationship-building](#) will be needed in the fall.

•**Strengthen diagnostic testing.** Educators should prepare for a greater range of variability in student learning than they would expect in a typical school year. Low-stakes assessments such as [exit tickets and quizzes](#) can help teachers gauge how much extra support students will need, how much time should be spent reviewing last year’s material, and what new topics can be covered.

•**Differentiate instruction**—particularly for vulnerable students. For the vast majority of schools, the abrupt transition to online learning left little time to plan a strategy that could adequately meet every student’s needs—in a recent [survey](#) by the Education Trust, only 24 percent of parents said that their child’s school was providing materials and other resources to support students with disabilities, and a quarter of non-English-speaking students were unable to obtain materials in their own language. Teachers can work to ensure that the students on the margins get the support they need by taking stock of students’ knowledge and skills, and [differentiating instruction](#) by giving them choices, connecting the curriculum to their interests, and providing them multiple opportunities to demonstrate their learning. <https://www.edutopia.org/article/covid-19s-impact-students-academic-and-mental-well-being>

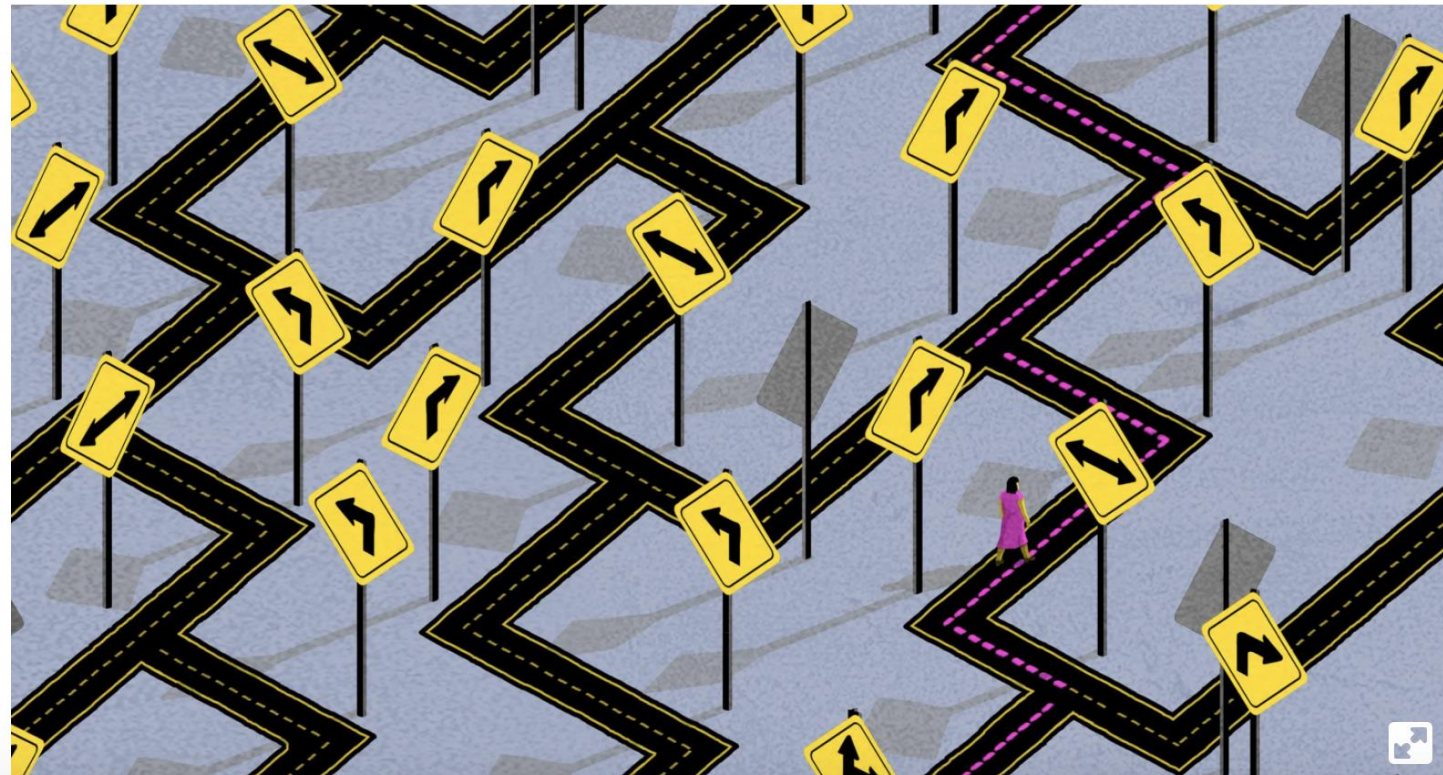
BACK TO SCHOOL

How to Plan When You Don't Know What to Plan For

What school will look like in the fall is still uncertain for most of the U.S., but teachers can develop flexible plans that work for distance and in-class teaching.

By [Katie Hicks](#), [Sarah Schroeder](#)

July 8, 2020



BACK TO SCHOOL

How to Plan When You Don't Know What to Plan For

BUILD A COMMUNICATION PLAN

Chances are that you experienced communication challenges at some point last year. Reflect on those challenges.

- **Write out a plan:** In stormy seas, your parents, students, and colleagues will look to you to guide the ship into harbor.
- **Broadcast it:** Your plan is a beacon. Remind students and parents how and when you will be communicating. Your plan should set the foundation for all other communication.
- **Keep communication consistent:** Follow through with your plan. Initially, this may involve extra work. However, as soon as something changes, you'll be glad you made the effort.
- **Consider alternatives to email:** Text services like [Remind](#) limit characters and focus messaging. Also, texts are a lifeline for families who rely on mobile devices for access.

BACK TO SCHOOL

How to Plan When You Don't Know What to Plan For

Guidelines for instruction:

1. Organize content into chunks: units, modules, or weeks.
2. Create structure inside these chunks.
3. Keep the structure consistent.
4. Include all elements of instruction inside a chunk (preassessment, inquiry, instruction, practice, assessment).

Once your online content is organized, think about how you can combine your online chunks with your face-to-face instruction. [Read More](#)

BACK TO SCHOOL

How to Plan When You Don't Know What to Plan For

CONSTANTLY EVALUATE YOUR TOOLBOX

After completing a chunk, reflect on the digital tools you used. Ask yourself: Did I have the right tools for the task? Were students able to meet instructional objectives?


When we use the wrong tool, we know immediately: The objective falls flat. So we move on—quickly. When we use the right tool, the tool is invisible. It's easy and intuitive, and it enhances instruction. We want to use it again. Review your toolbox, deleting tools that don't work well for you and your students. Keep in mind that a tool that may be right for your colleague may not be right for you or your classroom—and that's OK.

BACK TO SCHOOL

How to Plan When You Don't Know What to Plan For

PLAN ACTIVITIES TO BUILD RELATIONSHIPS IN ANY SPACE

To help students build peer relationships online, give them a real reason to be present.

Build a positive classroom community by integrating [digital citizenship lessons](#) , and rework your online meetings to offer authentic learning experiences that build relationships. Assigning team roles can engender a sense of purpose, and bringing in guests can help students make real-world connections.

The best relational activities are ones that allow students to shine as individuals. You might have students build an "All About Me" Pinterest board or Google slide and/or create a class scavenger hunt, and then review the results as a group.

 common sense education®[Digital Citizenship](#)[EdTech Reviews](#)[Professional Development & Advice](#)[Resources in Spanish](#)[Coronavirus Support](#)

Everything You Need to Teach
Digital Citizenship

BACK TO SCHOOL

How to Plan When You Don't Know What to Plan For

DESIGN DISCOVERY ACTIVITIES FOR KEY TECHNOLOGY TOOLS

A discovery activity allows students to learn how to use a tool before tackling content learning and also allows teachers to have conversations about expectations from the start.

A discovery includes three parts: a teacher-led tutorial on how to use the tool, an outline of expectations for both students and instructors, and a low-stakes task in which students can practice using the tool.

July 31, 2020

EDUCATION WEEK

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How to Balance In-Person and Remote Instruction



Sunnyside Elementary School 4th grader Miriam Amacker tackles a school assignment at her home in San Francisco last spring. Experts say many students will likely be transitioning back and forth between remote and in-person instruction this school year.

—Jeff Chiu/AP

By Mark Lieberman

July 31, 2020

EDUCATION WEEK

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How to Balance In-Person and Remote Instruction*Six Essentials for In-Person Instruction***1. Identify the students who would benefit most from in-person instruction**

- Students in elementary school
- Students who need to work one-on-one with a tutor, assistant, or aide
- Students who lack at-home internet access or suitable digital devices
- Students whose at-home situation or whose family responsibilities for work and child care don't lend themselves to consistent remote learning
- Students learning English as a second language

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How to Balance In-Person and Remote Instruction*Six Essentials for In-Person Instruction***2. Devote face-to-face time to technical training for students and teachers**

During the first week or two of in-person instruction, teachers should walk students through the learning management system, class pages, videoconference platforms, and any other tools they might be using when they are learning remotely. Ask students to check whether the digital devices they used at home this spring are still working. Deploy IT teams where needed for troubleshooting and equipment repair.

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How to Balance In-Person and Remote Instruction

Six Essentials for In-Person Instruction

3. Partner with local businesses and community organizations

“Learning can happen anywhere,” said Susan Patrick, CEO of the Aurora Institute, a research and advocacy organization for online and blended learning. Tutors working with students at local churches or libraries can provide supplemental instruction that accounts for limited capacity in school buildings and gives students a sense that learning doesn’t stop when they’re not physically at school. Local organizations and businesses that are open safely can also provide internet connections for students and teachers who don’t have them at home.

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How to Balance In-Person and Remote Instruction

Six Essentials for In-Person Instruction

4. Focus on curriculum components that are most difficult to teach remotely.

Remember that in-person instruction may stop being an option at some point during the school year due to a resurgence of COVID-19. Identify material ahead of time that's a priority for in-person instruction.

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How to Balance In-Person and Remote Instruction*Six Essentials for In-Person Instruction***5. Provide students with learning tools and supplies to take home**

- “Manipulative” bags for elementary schoolers
 - colored chips for counting
 - base ten blocks
 - dice
 - rulers
 - readers
- School supplies
 - Crayons
 - Mini-whiteboards
 - Graph paper

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How to Balance In-Person and Remote Instruction

Six Essentials for In-Person Instruction

6. Do not spend too much time lecturing

Particularly for teachers who aren't trained in delivering individualized instruction remotely, classroom time should be devoted to interacting with students, asking them questions, and constructing active experiences. This will give teachers an opportunity to get to know the students better and the kids opportunities to get to know each other better, so they can be a source of support for each other when they are learning remotely.

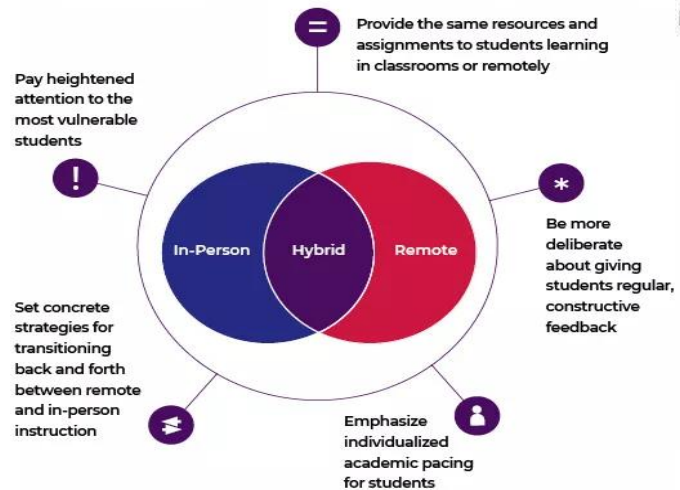
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How to Balance In-Person and Remote Instruction

The Essentials for Hybrid Learning



SOURCE: Education Week reporting

Rotation

May be station rotation where students cycle through a schedule of independent, online, and face to face teacher directed stations OR Lab rotation where all curriculum is delivered via digital platform rotating with traditional teacher directed classes

Flex

Most curriculum is delivered via digital platform and teachers are available for consultation in real time

Self Blend

Students choose to augment traditional face to face learning with online coursework



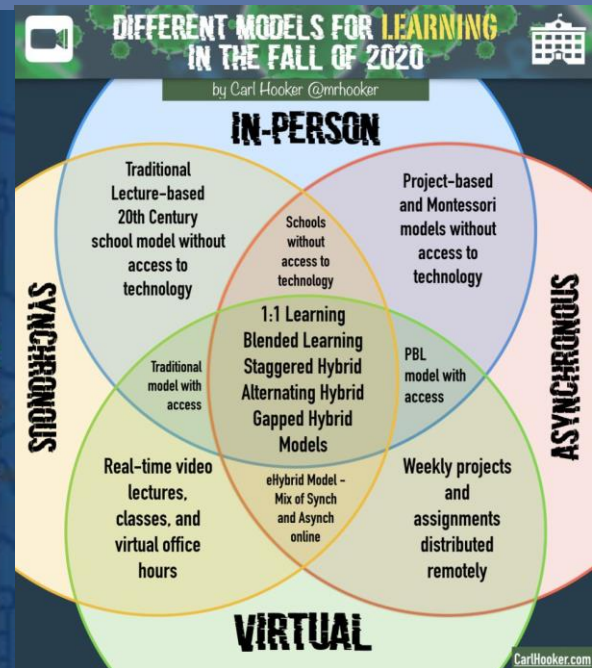
TECH & LEARNING
CONFERENCE VIRTUAL

Face to Face

Teacher drives instruction and augments with digital tools. Preferred in person but can also be provided through videoconference.

Virtual/Online

Students complete their entire course through an online platform with teachers monitoring progress and offering face to face support when needed.



<https://www.techlearning.com/how-to/5-steps-to-design-instruction-for-blended-learning-environments>

<https://www.techlearning.com/how-to/new-learning-models-for-fall-2020>

<https://www.edweek.org/ew/articles/2020/07/23/how-to-balance-in-person-and-remote-instruction.html?cmp=eml-enl-tl-mostpop-rm&M=59632511&U=1109863&UUID=c1eb80162fc0b461c50781d961f7e562>

EDUCATION WEEK TEACHER DIGITAL DIRECTIONS MARKET BRIEF TOPSCHOOLJOBS SHOP ADVERTISE

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EDUCATION WEEK

How to Balance In-Person and Remote Instruction

Ten Essentials for Remote Learning

1. Play to teachers' strengths

When possible, teachers with expertise in online/remote teaching should be designated to work closely with students who have chosen or been selected to remain at home for the school year. Teachers who are more comfortable with in-person teaching can work with students who are able to come in. Teachers with online expertise can pair up with teachers who need help to provide guidance and mentorship.

Some schools will send teachers to the school building regardless of whether students are attending. Those teachers will be able to use the tools and Wi-fi in their classrooms, and, in many cases, spread out more than they would at home.



2. Create a landing page in the learning management system for each course.

That page should include:

- Contact information for teacher and school
- Calendar with office hours, semester schedule, and assignment due dates
- Links to virtual meetings for synchronous instruction and office hours

These pages should look the same across all courses in a school



Education

<https://slidesmania.com/education/>

File Cabinets a template for Google Slides or PowerPoint for blended learning.



<https://slidesmania.com/file-cabinets-a-template-for-google-slides-or-powerpoint-for-blended-learning/>

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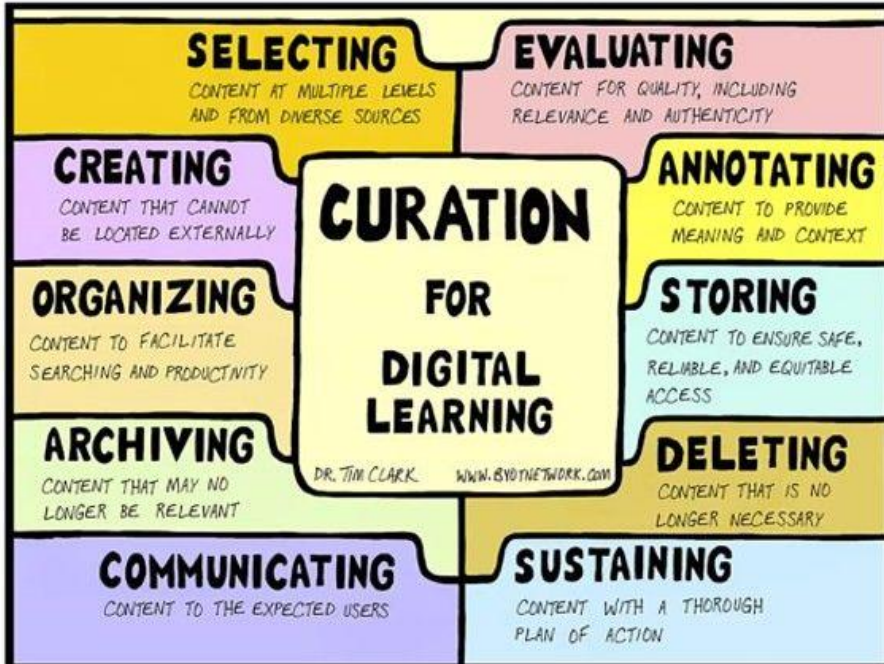
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How to Balance In-Person and Remote Instruction

Ten Essentials for Remote Learning

3. Balance high- and low-tech offerings

A 45-minute phone call with each student on a regular weekly schedule may be as effective, if not more so, than regular videoconference calls with large groups of students. Students may be using mobile devices rather than laptops or tablets while working at home, which means learning materials should be presented in digestible chunks whenever possible.



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How to Balance In-Person and Remote Instruction***Ten Essentials for Remote Learning*****4. Offer students a variety of pathways to learn**

The biggest mistake newcomers to teaching remotely make, experts say, is assuming that students need to be engaged in live instruction 100 percent of the time. What students really need is variety and options, to account for their wide range of preferences and behaviors while learning. To illustrate a concept, educators should think about providing some combination of the following:

- Readings
- Videos
- Diagrams
- Images
- Animations
- Games
- Interactives

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How to Balance In-Person and Remote Instruction

Ten Essentials for Remote Learning



Resources to consider for creating those options:
[OER Commons](#)



[CK-12](#)

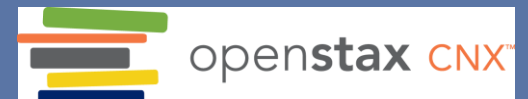


[Merlot](#)

[MIT Open Courseware](#)

[Open Course Library](#)

[CNX](#)





<https://learnaway.education.illinois.edu/>



Remote learning ideas, resources, tips, and tools in a one-stop-shop.

[Educator Resources](#)

[Curriculum Ideas](#)



LearnAway
Supporting Educators Everywhere



<https://learnaway.education.illinois.edu/>

Resource Type:

- Articles
- PD for Teachers
- Remote Learning "How Tos"
- 10 Talk Video
- 10 Talk Top Ten

Resource Type:

- Free Resource
- Paid Resource

Grade Level:

- Early Childhood: PreK-2nd
- Elementary: 3rd-5th
- Middle School: 6th-8th
- Secondary: 9th-12th

Content Area:

- Math
- English/Language Arts
- Bilingual
- Science
- Biology/Life
- Chemistry
- Physics
- Earth/Space
- Social Studies
- Economics
- Geography
- History
- Civics/Government
- Psychology/Sociology
- PE/Health
- Music/Art/Drama
- Librarians
- Foreign Languages
- Career and Technical Ed
- Agriculture
- Special Education
- Social/Emotional

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Educator Resources

10 Trauma Informed Principles for Educators During the Coronavirus with Dr. Eric Rossen: Students experiencing the coronavirus crisis are experiencing trauma. So are teachers and parents. In today's show, learn the ten principles (and a bonus) to help us encourage and help others as we work through this crisis together. This is an important listen for those struggling to figure out how to help kids.

15 Common Mistakes Teachers Make Teaching With Technology: While technology is able to provide access to peers, audiences, resources, and data, it also can be awkward, problematic, and distracting. In fact, poorly-implemented, it can function more as a barrier to understanding than something that improves it.

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Curriculum Ideas

90 ideas found

1 2 3 4 >

10TALK 5: Remote Considerations for IEP Teams (video): A discussion of how IEP teams can come together during this time of remote learning

24 At-Home Learning Activities to Share with Parents of Young Children: We're bringing you a collection of 24 at-home learning activities parents can use to boost their child's academic, motor, communication, and social-emotional skills while they're home from school.

5 Tips for Teaching Special Education Online: Many special education teachers, paraprofessionals, and administrators are wondering how to provide online services to students with disabilities.

Accessible Remote Teaching: This guide is intended to help faculty to teach in accessible ways during remote teaching situations. The same principles that would help to make an accessible course in this situation will also help to make sure your course meets other various needs your students would have in the event that they're connecting to your course from a remote location.

Accessibyte: Fun, funky, fully accessible apps for blind and low vision users.

Accommodations, Modifications, and Intervention at a Distance: To support students with IEPs during school shutdowns, educators need careful coordination and a focus on what matters most.

A Comic Exploring The New Coronavirus: Kids, this comic is for you. It's based on a radio story that NPR education reporter Cory Turner did. He asked some experts what kids might want to know about the new coronavirus discovered in China.

Addressing Student Anxiety in Remote Learning with Jessica Minahan: This week on TeachLab, Justin is joined by Jessica Minahan, a behavior analyst, special educator, author, and school consultant. They discuss how COVID-19 is affecting students with anxiety, how it manifests through behavior, and some simple strategies that teachers can use during remote learning to help students feel a bit more in control during these challenging times.

Adobe Spark: Make custom videos in minutes. No design skills needed. Using a simple drag-and-drop system, you can upload videos, add music and insert captions wherever you like.

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How to Balance In-Person and Remote Instruction*Ten Essentials for Remote Learning***5. Encourage interaction among students**

Use videoconference meetings to give students an opportunity to see and interact with each other. Emphasize the value of teamwork by encouraging students to collaborate or share ideas. Consider videoconferencing with small groups of students at a time rather than an entire class.

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How to Balance In-Person and Remote Instruction*Ten Essentials for Remote Learning***6. Prioritize helping students develop healthy habits**

- Learning how to learn: Find out from students early on what kinds of synchronous and asynchronous supports they prefer. Advise them to be honest about what worked and didn't work remotely in the spring.
- Self-regulation: Clearly communicate assignments to students and be explicit about when and how they're due. Emphasize activities that encourage students to develop questions or explore areas of curiosity.
- Goal-setting: Encourage students at the start of each week to establish clear, measurable, and attainable goals. Check in with them periodically to ensure they're making progress, and offer help to students who are struggling.

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How to Balance In-Person and Remote Instruction*Ten Essentials for Remote Learning***7. Ask teachers what they need, such as:**

- Microphones and headsets for effective videoconferencing
- Internet access (at home or in an alternative location)
- Camera for video recording
- Access to the school building/classroom (if safe and legally permitted)
- Mini-whiteboard and markers

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How to Balance In-Person and Remote Instruction*Ten Essentials for Remote Learning***8. Take things slow, master the technologies first**

Don't rush into teaching the curriculum before students are fully acquainted with the technology they'll need to use. Focus on introducing one tool to them at a time, making sure they understand it and then moving on to the next one.

And consider chunking lesson planning into weeks rather than days. It will be difficult to ensure daily that every student is progressing through the learning material at the same pace, but setting weekly goals will help account for different approaches students will take to completing assignments and gaining knowledge.

Use our simple "drag and drop" back to school planning doc!

	Monday	Tuesday	Wednesday	Thursday	Friday		
<p>Create an All About Me poster in Google Drawings</p>						<p>Play a teacher quiz Kahoot game</p>	<p>Hopes and Dreams HyperDoc</p>
<p>Play Back to School BINGO</p>						<p>Code your name and animate it in Scratch</p>	<p>Play Guess Who on Flipgrid</p>
<p>Create a custom Google Classroom Banner</p>						<p>All Are Welcome HyperDoc</p>	<p>Team building digital escape room</p>
<p>Intro to Google Slides "About Me" project</p>						<p>What makes you unique?</p>	<p>This is Us collaborative slides HyperDoc</p>
<p>All About Me on Flipgrid</p>							
<p>Take a virtual classroom tour</p>							
<p>Decorate the classroom with digital art</p>							
<p>Design your own virtual background!</p>							

July 31, 2020

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How to Balance In-Person and Remote Instruction

Ten Essentials for Remote Learning

9. Ensure contracts with education and technology companies protect students' data

Some schools entered into rapid agreements with tech companies this spring, bypassing some of the more elongated contract negotiations they'd typically do. That opened the door for some major **data privacy concerns**.

Designate a privacy expert for your school or district if you don't have one already. A few questions that person should help schools ask about technologies that will be used by teachers and students this fall:

- What was the goal for using it this spring and is it really needed for the coming school year?
- Did the technology meet that goal, and will that goal be the same in 2020-21?
- Does the tool meet the school's privacy and security standards under normal circumstances?

July 31, 2020

EDUCATION WEEK

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How to Balance In-Person and Remote Instruction*Ten Essentials for Remote Learning***10. Strengthen cybersecurity protections**

Cyberattacks against schools have been on the rise for years prior to the pandemic, and widespread remote learning only **heightens the risk**. Teachers and students are accessing the school network from a wider variety of devices than ever before, offering hackers more opportunities to infiltrate the system. When teachers use tech tools that haven't been officially sanctioned by the district, they risk the possibility of their account information, or students' information, getting stolen.

For information about school reopening, see the **Return to School** tab.

COMING BACK TO SCHOOL IS COOL

01 EDUCATION

Attending school allows students to expand their educational opportunities!

- We have expanded technology accessibility, providing Chromebooks to all students grades 4th-12th.
- Advancement Placement and Dual Credit courses give students the chance to tackle college-level work while still in high school. Students can earn up to 30 hours of college credit, valued at over \$15,000.
- Earn vocational certifications from the Rockcastle Area Technology Center (Examples: Welding, Automotive, Electricity, Health Science, Business, etc.)

02 ACTIVITIES

Athletics are scheduled to resume June 15, 2020!

- Attending school provides opportunities for your child to participate in athletic programs, school clubs and organizations, all of which promote self-esteem, physical fitness and a sense of belonging.

03 NUTRITION

Because our district implements the Community Eligibility Provision ALL students eat free!

- Coming to school ensures your child will receive as many as three nutritious FREE meals per school day (breakfast, lunch and after school snack).

04 HEALTH

Many healthcare needs can be addressed while at school.

- School health assistants can assist your child if they feel sick.
- RockPeds Telehealth Clinics available at RCMS and RCHS.
- Somerset Mental Health personnel can address any mental or emotional healthcare needs.

05 FINANCIAL

Attending school has many financial benefits for you and your child.

- Save on groceries by having your child participate in school breakfast and lunch.
- Students can earn as many as 30 college credits by taking dual credit courses, a value of over \$15,000.
- KEES (KY Educational Excellence Scholarship) scholarships are only awarded to students who graduate from a Kentucky high school.
- On average a high school graduate earns about \$36,424 annually vs. a high school dropout, who earns \$20,241. (Source US Census Bureau)

BACK TO SCHOOL 2020-2021

FOX 2 now NEWS WATCH BACK TO SCHOOL COVID-19 WEATHER SPORTS AM SHOW

Illinois public schools return to class plans for fall 2020

f t w e m +

Posted: Jul 30, 2020 / 01:01 PM CDT / Updated: Jul 31, 2020 / 04:44 PM CDT

Keynote Address

"The Impact of the Coronavirus on our Children and our Schools"

Illinois Council for Children with Behavioral Disorders

Summer Institute 2020

Dr. Dean Cantu

Associate Dean and Director, Department of Education, Counseling, & Leadership

Bradley University

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