

Reimagine Education OPRF

2020-2021

Learning Plan for Semester 1

Approved by the Board of Education
Aug. 5, 2020#*



**Revised Aug. 6, 2020, to include Board-approved calendar in "Appendix A: Daily Schedule for First Semester" and "Appendix E: Path to Full Reopening."*

#Revised on Sept. 14, 2020, to include addition of testing dates on the semester calendar (Appendix A) and a revision to "Appendix C: Video-Conferencing Guidelines for Students."

Introduction

As we prepare for the 2020-2021 school year, we have made the extremely difficult decision to implement a remote learning plan for the first semester. Our hope had been to find a way to offer at least some form of in-person classes. But over several months of research and deliberation, we determined that any in-person plan, even a hybrid one, would compromise the health and safety of our students and staff, fall short of our high expectations for teaching and learning, and fail to provide the social interactions that students and teachers long for. In the current conditions, remote learning is the only safe option for our school community.

This plan is for the first semester only. Throughout the fall, we will be monitoring conditions in Oak Park, River Forest, and surrounding areas, as well as guidance from the Centers for Disease Control (CDC), the [Restore Illinois](#) plan, the Illinois Department of Public Health (IDPH), the Illinois State Board of Education (ISBE), and the Oak Park Department of Public Health (OPDPH). Our goal is to return to some level of in-person instruction once we are confident that it is safe and feasible to do so.

While remote learning does indeed create challenges, there are potential opportunities as well. Oak Park and River Forest High School has excellent faculty and staff who are passionately dedicated to student success no matter the circumstances. With their wealth of experience and commitment to being continuous learners themselves, we have no doubt that our teachers, counselors, social workers, and other staff members will find creative and thoughtful new ways to connect with and educate students in a remote learning environment.

Key Considerations

We recognize that the decision to implement remote learning has a huge impact on our students, staff, and families. We want to share with you some of the key considerations that went into one of the hardest decisions we've ever had to make for our school.

Essential to our planning has been joint guidance from ISBE and IDPH ([click here](#) for their *Fall 2020 Learning Recommendations*), as well as health and safety guidance from CDC, the Restore Illinois plan, and the OPDPH. We had to confront some sobering limitations as we reviewed the data and guidance.

- **Based on physical distancing requirements, 84% of our potential instructional spaces can hold no more than 10 persons total, with the majority holding only eight to nine.** Overall, the maximum capacity of our building is roughly 20% - 30% of our student body in the building at one time. However, this range is for *the building capacity only* and doesn't address other issues such as passing periods, lunch, and disinfecting rooms between classes. These issues are significant and affect the real capacity of the building.
- **State guidance emphasizes that planning efforts should prioritize serving high-need populations.** This includes students with Individualized Education Programs (IEPs), 504 accommodations, students who are homeless, etc. About 20% of our student population falls

into these categories. If we were to create a hybrid plan with even just a quarter of students on campus each day, we would not have the building capacity to serve our most vulnerable student population.

- **High school students can't be "bubbled" like elementary students.** We have 3,400 students, who each have a different schedule and change classes every period. Placing students in static groups so that teachers can rotate through them simply isn't possible.
- **The substitute teacher shortage that already existed throughout the state before the pandemic is expected to worsen.** With employees being asked to stay home at the first sign of illness, a return to in-person learning would likely increase the need for more subs. Many subs are retirees whose age puts them at greater risk for coronavirus, and a survey of our substitute pool found that many are fearful of being in the building.
- **Frequent interruption and shutdowns are likely throughout the fall.** Any student or staff member infected with coronavirus must quarantine for at least 10 days from the start of symptoms. Anyone who was within six feet of an infected person for more than 15 cumulative minutes over a 14-day period will need to quarantine for 14 days. Any part of the building used by students or staff who need to quarantine would have to be shut down for sanitizing. Such constant and continual interruption would have a serious and negative impact on our ability to provide students with a consistent, high-quality learning experience.

Stakeholder input

Gathering stakeholder input has been crucial to our planning for high-quality remote learning. We conducted two surveys of students, faculty, and families to get specific feedback on their remote learning experiences this past spring and received 2,386 responses.

The Special Education Department began with organizing a subcommittee of 15 participants consisting of parents and staff representatives. Special education leadership facilitated a virtual town hall with this stakeholder group to discuss their overall experience with remote learning last Spring. A Special Education Parent-Caregiver Survey was sent to all parents and caregivers of diverse learners to obtain feedback and input as it relates to the needs of these students and important considerations for transitioning into the new school year. Additionally, information share and listening sessions were scheduled and conducted with special education department student support staff, teachers, related services providers, health services, and paraprofessionals to gain insight into their questions and needs for how the division will serve our students beginning in August. We also invited the entire school community to participate in a [Thoughtexchange](#) survey, which posed a single, open-ended question (*What are some of the most important things we need to consider as we work toward a plan for starting school in the fall?*), then asked participants to give us their thoughts as well as review and rank responses from the other participants. We had 3,194 participants share 4,913 thoughts and provide 155,211 rankings of those thoughts.

All of this feedback has helped inform our planning for remote teaching and learning that vastly improves on the experience of this past spring, when staff, students, and families were suddenly thrust into an unprecedented global crisis.

As we prepare to implement this remote learning plan this fall, we will be gathering feedback from parents, students, and staff to help guide and strengthen our implementation. Please look for surveys and further opportunities to provide feedback throughout the semester.

Equity

For a host of reasons, remote learning has the potential to exacerbate the racially predictable disparities in student outcomes that already exist. In order to center racial equity and combat such disparities, the steering committee and subcommittees that helped develop the Reimagine Education OPRF plan were required to answer the following key questions as they developed their recommendations:

1. What data has your subcommittee reviewed and/or applied to help develop your remote learning plan based on racial inequities that limit opportunity for our students and stakeholders?
2. What are the desired racially equitable outcomes related to your subcommittee's proposed remote learning plan?
3. How does your subcommittee's plan for individual professional practice address the existing racial disparities that were evident during the fourth quarter of the 2019-2020 school year?

Teaching and Learning for Semester 1

Protecting the health and safety of all students and staff, and by extension the entire Oak Park and River Forest communities, is our first priority. In-person teaching and learning is the ideal, and feedback from our family and student surveys shows that this is highly desirable. Teachers, staff, and administrators also yearn for a return to the building and a sense of normalcy with our students. We cannot, however, let this desire be the primary driver of our decision-making.

Remote Learning Revamped

This is *not* last spring's emergency e-learning—far from it. We surveyed students, teachers, and parents about that experience and have made significant changes based on that input, including:

- **A set schedule of class periods.**
- **A weekly Advisory period.**
- **Mandatory student attendance.**
- **Weekly minimum and maximum time requirements for courses to meet online via video-conferencing.**
- **Letter grades.**
- **Academic support services.**

Levels of In-Person Support

The majority of students will engage in fully remote learning for the first semester. However, we also will be assessing student data on an ongoing basis to determine whether some students may require and can safely be provided on-site support services or instruction. Academic and functional criteria will be used to identify students, with a three-tiered system assessing most to least need. These needs may

include not just IEP services or tutoring but also, for example, certain classes that by their nature require on-site instruction.

Synchronous and Asynchronous Learning

First, an explanation of terms:

- *Synchronous learning* happens in real time. This means that the whole class or small groups interact with the teacher in a specific virtual place (Google Meet or Zoom) using a specific learning management system (Google Classroom) at a specific time. Remote learning this past spring did not require synchronous learning.
- *Asynchronous learning* refers to the type of learning that happens on the student's schedule. While the teacher provides materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, the student has the ability to access and satisfy these requirements within a flexible time frame.

Students benefit from both synchronous and asynchronous learning experiences that are purposeful and focused on specific learning experiences. Students and parents can expect a combination of both learning approaches for each class.

ISBE requires five clock hours per day of a combination of direct instruction and other school work, and students should expect at least that amount each day. ISBE also strongly recommends at least 2.5 hours per day of synchronous learning. While exact amounts of synchronous learning will vary based on curricular and instructional needs, on average students should expect to have on average at least 2.5 hours of synchronous learning each day.

Our requirement is that for each course, at least 50% and up to 100% of class time every week must be spent in synchronous learning, on platforms such as Google Meet or Zoom. The portion of time when the whole class is not meeting all together is *not* just free time. During this time, students can also expect to be engaged in collaborative group work, one-on-one conversations with the teacher, small-group meetings with the teacher, etc.

Synchronous learning does require internet service. OPRF offers free wifi hotspots to any student who needs one and will accommodate paper materials if needed.

Daily and weekly schedules follow on the next page.

Daily Schedule*			
A Day		B Day	
0 Period <i>(By request only)</i>	7:30 - 8:30 a.m.	5th Period	9:00-10:00 a.m.
1st Period	9:00-10:00 a.m.	6th Period	10:30-11:30 a.m.
2nd Period	10:30-11:30 a.m.	7th Period	12:00-1:00 p.m.
3rd Period	12:00-1:00 p.m.	8th Period	1:30-2:30 p.m.
4th Period	1:30-2:30 p.m.		
Student Support	2:30 - 3:11 p.m. (M - F)	Student Support	2:30 - 3:11 p.m. (M - F)
Teacher Collaboration	2:30 - 3:11 p.m. (W)	Teacher Collaboration	2:30 - 3:11 p.m. (W)
Extra-curriculars	3:30 p.m. and after	Extra-curriculars	3:30 p.m. and after

*Student learning activities (homework, practice work, etc.) are designed to extend beyond the class periods that are made available for synchronous learning. The 30 minutes between class periods is designed to be flexible, allowing students and teachers to extend learning activities and take breaks as needed.

	Two-Week Repeating Schedule				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A Day	B Day	8:35 - 8:45 a.m. Advisory	B Day	A Day
			A Day		
			2:30 - 3:11 p.m. Teacher Collaboration		
Week 2	B Day	A Day	8:35 - 8:45 a.m. Advisory	A Day	B Day
			B Day		
			2:30 - 3:11 p.m. Teacher Collaboration		

Please note:

- Teachers will be available during the class periods they teach, even if they are not holding synchronous learning that day.
- At least 50% and up to 100% of the class time every week must be spent in whole-class or small-group synchronous learning.
- Classes do not have to video-conference every day.
- If the teacher would like to have a video conference or other on-line interaction with a class, they will limit their conference to the time periods indicated in order to decrease conflicts with other courses.
- The instructional portion of the class period does not need to fill the full amount of time scheduled.
- Teachers will not assign work on their instructional day to be due on a non-instructional day. So, for instance, work assigned on an A Day can be due only on another A Day.

Attendance

Student attendance will be taken. (Details on the process will be forthcoming.) To encourage students to take care of themselves when sick, the suspension of the 12-day absence limit will continue.

Grading

OPRF will provide our students with grading practices that promote engagement while also embodying equity, compassion, and flexibility. Students will have multiple opportunities to demonstrate mastery, and letter grades will be given. Further details about grading will be provided closer to the beginning of school.

Advisory

Current research suggests that the pandemic has caused a significant increase in trauma for the majority of our student body, as well as the faculty and staff who will need to lead and facilitate learning. As a result, there is a need for a schoolwide, universal interaction that allows for a “check and connect” with all students through responsive, trauma-informed practices. A weekly 10-minute Advisory period on Wednesdays will provide this opportunity. Teachers will be given 3- to 5-minute mindfulness activities to provide students as well as themselves tools for monitoring challenging moments and self-adjusting as they arise.

Academic Honesty

Academic honesty is essential. Students must do their own work, not cheat, and not present others’ work as their own. Instructional Technology is vetting technology that will allow virtual exam proctoring, assess the integrity of work that students submit, and monitor student participation.

Clubs & Athletics

Research, as well as OPRF data, has found that students who participate in clubs and/or athletics perform better academically. Therefore extra curricular opportunities will be offered after 3:30 p.m. More details will be forthcoming.

Academic Support

Supports and services will be available to students to ensure that their academic needs are met. While details for these services is not final, our tentative plan is to provide the following:

- **On-site tutoring.** This will be an assigned service, based on student data and provided in-person at school.
- **Remote tutoring.** A service available to all students.
- **Resource center.** An in-school service for recommended students, based on student data and teacher/counselor/social worker referrals.
- **Tutoring in executive functioning (EF) skills.** These are the skills students need for planning, staying organized, managing tasks and deadlines, staying focused, etc. In addition to offering remote tutoring specifically in these skills, teachers will incorporate EF strategies in their instruction.

Special Services

Aligned with guidance from the U.S. Department of Education, ISBE affirms that school districts and schools continue to be obligated to provide a free appropriate public education (FAPE) to their students that is consistent with the need to protect the health and safety of students with disabilities. This also applies to the individuals providing education, specialized instruction, and related services to students.

The primary goal of the Special Education Division, therefore, is to ensure continuity in the accessibility and alignment of special education services that we provide to our diverse learners with their Individualized Education Programs (IEPs).

Our plan is to return to remote instruction beginning in August 2020. The division will closely review the academic and functional needs of our special education students to assess which students may require and can safely be provided in-person instruction and services. Determination for how and when this transition to in-person learning should occur will be made by reviewing tiered academic and functional data and be accordance with the [Fall 2020 Learning Recommendations](#) issued jointly by ISBE and IDPH.

Protecting the health and safety of our diverse learners, some of whom are medically fragile, is paramount. The Special Education Division will be working in close partnership with parents, caregivers and staff to safely provide services to our students and ensure their needs are met. Parent surveys, staff feedback forms, and listening sessions have been an important part of our process and decision making.

Health and Safety Protocols for Staff

For your own safety and safety of your co-workers while in the building, please plan to follow the procedures listed below effective immediately:

Prior to Entering the Building

All employees shall administer a daily self-certification health-check that includes the following:

- Check your temperature before coming to the office. If you have a fever at or above 100.4, you must stay home.
- Review the CDC Symptoms [here](#) and take the CDC Self Checker.
 - If the Self Checker's response is "Sounds like you are feeling ok" and does not recommend you need a COVID-19 test, you may come to work.
 - If the Self Checker suggests you contact your healthcare provider or seek out a COVID-19 test, you must stay home until cleared by your healthcare provider.
- If you are experiencing any of the following symptoms, you must stay home: cough, shortness of breath or difficulty breathing, chills, muscle pain, sore throat, fatigue, headache, congestion or runny nose, nausea or vomiting, diarrhea, or new loss of taste or smell.
- Notify your supervisor if you have tested positive for COVID-19, have any of the symptoms described above or you have come in close contact with anyone who is COVID-19 positive or has any of the symptoms described.

Entering the Building

- Please enter the building only through the Main Entrance
 - All employees are required to enter through the Main Entrance unless specifically designated to enter through another entrance.
 - Employees must wear a face covering (mask) when inside the building and/or within 6 feet of anyone on school property.
 - Employees shall apply hand sanitizer when entering the building.
 - Masks, gloves, and hand sanitizers will be available at each designated entrance.
 - You may choose to wear your own mask/face covering.
- Have your temperature checked.
 - Everyone will be required to have their temperature checked upon entering the building.
 - Any staff member with a temperature 100.4 °F or higher will not be allowed to enter the building and will not be allowed to return to work until fully recovered. Please see the Returning to Work section below for further guidance.
- Go directly to your work area/destination and minimize your movement within the building.

Wearing Face Coverings (Masks)

- Public health guidance indicates that wearing a cloth face covering (mask) prevents the spread of respiratory droplets.
- As required by IDPH, except eating and during band, face coverings must be worn at all times in school buildings, even when social distancing is maintained.
- All individuals in a school building must wear a face covering unless they have a medical contraindication, are under 2 years of age, have trouble breathing, or are unconscious, incapacitated, or unable to remove the face covering without assistance.

Maintaining Social Distance

- Whenever possible, stay at least 6 feet (about 2 arms' length) from other people.
- Minimize your movement within the building.

Taking General Health Precautions

- Wash your hands frequently with soap and water for at least 20 seconds at a time.
- Cover coughs and sneezes and then wash your hands afterward.

Seeing the Nurse if Not Feeling Well

If you start experiencing any flu or COVID-19-like symptoms (cough, shortness of breath or difficulty breathing, chills, muscle pain, sore throat, fatigue, headache, congestion or runny nose, nausea or vomiting, diarrhea, or new loss of taste or smell), while at work, staff shall report to the nurse's office immediately for medical consultation.

Cleaning

- All surfaces are disinfected every evening. Please keep your work areas free of paper and clutter as much as possible to assist in the cleaning process.
- In addition, disinfectant wipes are available for use. If you need to use shared equipment, such as a printer please wipe it after each use.

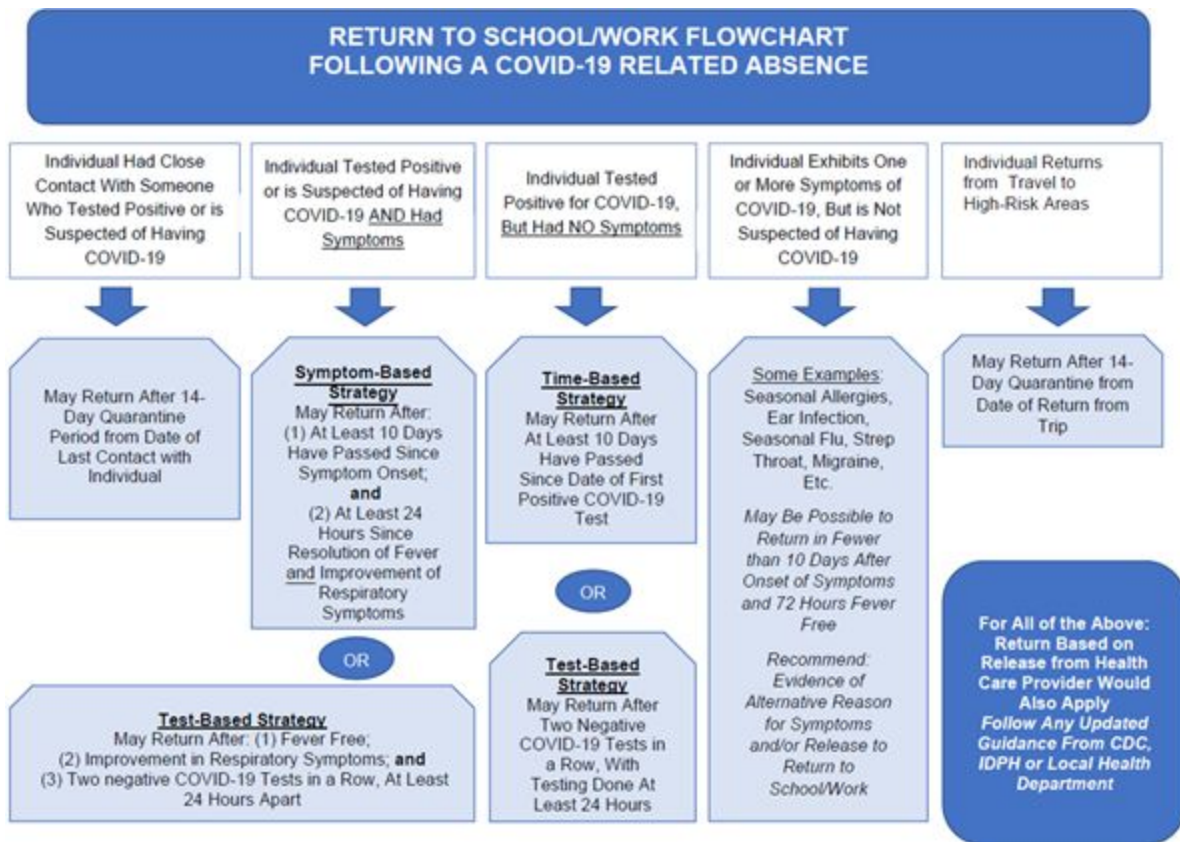
Returning to Work After Illness or COVID-19 Exposure

- If you test positive for COVID-19 or are suspected of having COVID-19 and had symptoms: You may return to school after...
 - 24 hours with no fever (without fever-reducing medication) **AND**
 - Respiratory symptoms have improved (e.g., no cough, no shortness of breath) **AND**
 - 10 days have passed since symptoms first appeared.
- If you test positive for COVID-19 but had no symptoms: As long as you remain symptom-free, you can return to school after 10 days have passed since you tested positive.
- If you have had close contact with someone with COVID-19: Employees must stay home and quarantined for 14 days after the last/most recent contact with the COVID-19 case. For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected

person for at least 15 minutes starting from 2 days before illness onset (or, for asymptomatic patients, 2 days prior to specimen collection) until the time the patient is isolated.)

Self-Quarantining After Traveling to High Risk-Areas

- CDC recommends that travelers avoid all nonessential international travel. In addition, the Cook County Department of Health website and the village of Oak Park recommend self-quarantining for anyone who travels to a state with a high incidence of COVID-19. To see the specifics of travel guidance issued by the Village of Oak Park on July 17, 2020, [click here](#). To see the list of high-risk states on the Cook County Department of Health website, which is updated every Tuesday, [click here](#).
- If you travelled to high risk areas in the last 14 days, notify Human Resources, stay home, monitor your health, and practice social distancing for 14 days after you return from travel. Social distancing means staying out of crowded places, avoiding group gatherings, and maintaining distance (approximately six feet or two meters) from others when possible.
- If required to self-quarantine and no remote work option is available to you, you may be eligible for Emergency Paid Sick Leave under Families First Coronavirus Response Act (FFCRA). Please contact Human Resources.



Testing Sites Locations in Illinois

The list of testing sites can be accessed [here](#).

Other Testing Sites Near Oak Park

- **Rush Oak Park Hospital, 520 S. Maple Ave., Oak Park.** Appointment required, referral not required, testing for all patients. [Click here](#).
- **CVS, 345 Madison Street, Oak Park.** Appointment required, referral not required, tests limited to certain patients, drive through. [Click here](#) or call 708-386-2157.
- **Walmart Mobile Testing, 1300 Des Plaines Ave., Forest Park.** Appointment required, referral not required, testing for all patients, drive-through. [Click here](#).
- **Walgreens, multiple locations.** [Click here](#).

Building the Huskie Community

Building a sense of community is essential to supporting students, staff, and families during this time of educational transition. In order to build that community, we will facilitate relationship-building in the following ways:

- **Communication.** Teachers are essential to supporting open communication with our families. Teachers will be included in the communication process early and often to ensure they are well prepared to clarify and answer parent/student questions.
- **Huskie Open House.** Parents and students will have an opportunity to “virtually” walk their students' schedule to meet their students' teachers. Parents will receive information regarding attendance, instructional methods, grading, and academic supports.
- **Huskie Class Meeting.** Students will be invited to a Google meeting where teachers will introduce themselves and other members of the class.
- **Huskie Kick Off.** We will be engaging all incoming freshmen in a virtual Huskie Kickoff on August 18. Please be on the lookout for more information soon!
- **Huskie Parent Café.** We will provide opportunities for parents/guardians to receive training on strategies to support their students' academic and social learning. Likely topics include routines to support instruction from home, executive functioning skills (time management, organization, and work completion), technology, and interventions and supports for academics and social emotional health.

Nurturing Resilience with Social-Emotional Learning

The world has collectively experienced enormous trauma in recent months. Students, staff, and families have had to deal with their own individual, sometimes extreme, stressors that have made daily life difficult to navigate at times.

Meeting the emotional needs of not just students but the adults in our building is as critical as supporting academic growth.

First Weeks of School

Our work during the first weeks of the school year will be on creating cohesive classroom environments. We will intentionally focus on developing a positive culture by cultivating relationships and connecting students with teachers and other adults in the building.

During each of their class periods for the first week, teachers are asked to take a suggested 15 minutes to begin the class with an activity selected from our menu of options on the next page. The purpose of these activities is to acknowledge the challenges of the pandemic and ensuing racial unrest from the end of the previous school year and allow teachers to connect their classes, remotely or in person, with each other and themselves.

Professional Development

Our professional development (PD) plans for teachers and other staff members will include a focus on using research-based trauma-informed practices and relationship-building tools. The faculty and staff have requested that before they can appropriately assist students, an organization with a focus on mental health support (e.g., employee assistance program [EAP], Community Mental Health Board, NAMI, etc.) should be brought in to facilitate an in-service for all faculty and staff. To be better prepared to focus on students and their families, the adults in the building need to be able to acknowledge and process the residual feelings and concerns that they still have surrounding the pandemic and race-related events.

In addition to this, teachers have requested targeted PD to be better prepared for the challenges that are causing concern. This includes, but is not limited to:

- Training on the various technological platforms that teachers can use for synchronous learning.
- Access to instructional coaches well-versed in assisting teachers with instruction in an online platform while also being conscious of resiliency issues witnessed in students.
- PD opportunities to address racial equity issues/competencies that have been exposed during recent national events.

Relationship Building Activities for Cultivating Huskie Resilience

During the first week of school teachers will be focused on building relationships in each of their classes. Below is a plethora of activities for teachers to select that will help create connection and foster community in each class.

Name of Activity	Description	Resources
1. Virtual Norms/Agreements	<ul style="list-style-type: none"> ○ Use a “live” class session to develop community agreements to guide virtual class interaction. ○ Use Setting Agreements Activity from the National School Reform Faculty to create a set of agreements with your students. ○ The key to building a community is revisiting these agreements during every class session. Begin and end class with the agreements. 	Fostering a Strong Community in a Virtual Classroom Contracting for Online Learning
2. “Get to Know You” through Google Slides	<ul style="list-style-type: none"> ○ Create a class slide deck in Google Slides with “get to know you” questions and a space for each student to upload photos or images that represent themselves or what they value. ○ Build connections in your virtual classroom community as students identify with visuals from their peers. 	Student Collaboration in Shared Google Slides Using Pear Deck to Make Google Slides Interactive Getting To Know You Template
3. Kahoot!	<p>Simple games can break the ice in class, help students switch back into school mode, and build a sense of community.</p> <p>Examples:</p> <ul style="list-style-type: none"> ○ Teacher Selfie Kahoot for students to learn fun facts about you. ○ Students’ Selfie Kahoot to get to know each other better. ○ Class Photo Kahoot to learn each other’s names. 	5 Minute Guide to Kahoot Back to School Kahoot Ideas E-Learning Gamification Made Simple
4. Flipgrid	<p>Use this video response tool for students to answer questions about non-content related topics to build trust. Examples:</p> <ul style="list-style-type: none"> ○ What are you most proud of? ○ What motivates you? ○ What’s a rose and a thorn from this week? 	What is Flipgrid? Building Community on the First Day of School
5. Mentimeter	<p>Allows you to create a quick “check-in” with your students to be a springboard for a discussion. We like the “Word Cloud” question type. Examples:</p> <ul style="list-style-type: none"> ○ Name one emotion you’re feeling right now. ○ What’s your favorite summer time snack. ○ What show can you binge watch all night. 	Mentimeter Tutorial
6. Quote of the Day	<p>Introduce a quote relevant to what your students are learning or to a shared experience. Facilitate a whole-class discussion, groups students, or have students share a one-word response.</p>	13 Powerful SEL Activities

(Continued on next page)

Name of Activity	Description	Resources
7. Journaling/Reflection Questions via Google Forms	<p>Journals can help students process thoughts, feelings, and uncertainties. Journal alongside students. Example topics:</p> <ul style="list-style-type: none"> ○ Reflecting on books, art, shows ○ Reflecting on daily life during COVID-19 ○ Reflecting on acts of kindness, community, and relationships ○ Reflecting on the impact of George Floyd’s death and police brutality 	<p>Student Journaling During Coronavirus</p> <p>Reflecting on George Floyd's Death & Police Violence</p> <p>Writing Prompts for Students Living Through a Pandemic</p>
8. Zoom: Virtual Breakout Rooms	<ul style="list-style-type: none"> ○ Students can have small group discussions and then share out with the class. ○ Assign roles like protocol monitor, time keeper, and notetaker for the group’s shared doc. Each student is responsible for contributing to the work. ○ Students can also work on projects or activities like virtual puzzles, scavenger hunts, or “would you rather” questions. The key is to help students feel connected to others in the class by sharing an important part of themselves that helps the class get to know them better. 	<p>How to Use and Manage Zoom Breakout Rooms</p> <p>Create a Zoom Virtual Background using Canva</p> <p>Practical Ideas for making Zoom Lessons more Student-Centered</p> <p>A Trauma-Informed Approach to Teaching Through Coronavirus</p> <p>Goose Chase Scavenger Hunt</p>
9. Motivational Moment	<ul style="list-style-type: none"> ○ Have two students start the class with a 3-5 minute presentation—and come up with 2-3 discussion questions—based on their interests. ○ Have the rest of the class partner up to discuss their questions for one minute and then give them the opportunity to share out to the whole class. This exercise gives your students insight into their peers’ interests. 	<p>13 Powerful SEL Activities</p>
10. Virtual Community Circle	<ul style="list-style-type: none"> ○ Circles offer a way of engaging with one another to build community, share, and heal. In a circle, everyone has a voice. ○ The link provided includes a structure and prompts for virtual circles. 	<p>PFDL Recommendations For Holding A Virtual Community Circle To Build Connection During COVID-19</p>

Operational Issues

Meal Distribution

Since the building first closed this past March, the district has provided weekly packages of shelf-stable breakfasts and lunches throughout the spring and summer for students who receive free/reduced lunch or any student in need. We will continue to hold these weekly meal distributions throughout the first semester, with the added benefit that families can choose different food options by preordering.

Transportation

In the event we need to use bus service for some students, whether the buses are owned by OPRF or an outside vendor, bus drivers and monitors must undergo symptom and temperature checks before the start of each workday. Drivers and monitors who have a temperature of 100.4 degrees Fahrenheit or more or who show symptoms of COVID-19 may not work. Drivers and monitors who become ill during their route should contact their supervisor immediately.

Drivers, monitors, and students must wear approved, appropriate face coverings at all times and perform regular hand hygiene. Drivers, monitors, and students must practice social distancing, keeping six feet between them and others, whenever possible. Windows should be kept open to increase ventilation, whenever possible.

Students should be seated with one child per row on each side of the vehicle. (Students who live in the same household may sit next to one another.) No more than one individual may be on any one seat at a time. No more than 10 students, one per seat, may be transported on an OPRF activity bus at one time. Before boarding the vehicle, students must show evidence of self-certification that they are COVID-19 symptom free. If a student is unable to do so or is experiencing symptoms, the student will not be permitted to board the vehicle. Once symptom-free and self-certification is confirmed, students should board and occupy the back rows first to minimize contact as students move down the aisle. When exiting the vehicle, students in the front rows should exit first.

To maintain physical distancing, students should comply with visual guides provided on buses, such as floor decals, colored tape, or signage.

Buses will be sanitized before and after completion of each route,* using only products that meet EPA criteria and manufacturers' guidelines. These products include, but are not limited to, sanitizing wipes, hand sanitizer, and facial tissue. A supply of disposable masks will be on board for students who are not in possession of a mask.

**Route refers to a route transporting one group of students. For example, if a vehicle is used for multiple different groups of students throughout the day, that vehicle must be sanitized between each group.*

Financial Considerations

In March 2020, Congress passed the Coronavirus Aid, Relief, and Economic Security (CARES) Act, a \$2 trillion economic stimulus bill. Roughly \$13 billion of the funding was designated to support K-12 schools. District 200 is receiving \$171,029 of this federal funding. A portion must be allocated to local private schools, in this case for Fenwick and Trinity high schools to purchase technology to support their implementation of remote and hybrid learning. The remaining funds — about \$119,000 — are being used by D200 for qualifying expenses, such as Zoom licenses for teachers and other staff, Google enterprise licenses, salaries for summer services for students with IEPs, etc.

Technical Support

Meeting student and staff technology needs is more important than ever in a remote learning environment. Helpdesk will be staffed Monday through Friday from 7:30 a.m. until 8:00 p.m.

After-hours support will continue, with technicians assigned to periodically monitor tickets and voicemails on weekends. Techs will predominantly be working remotely with some in-building presence as required and assigned. EdTech management will be present during normal school hours. Family Access support is available from 7:30 a.m. to 4:00 p.m. Monday through Friday.

Helpdesk is available at 708-434-3737 (option 1 for Data Systems, option 2 for Tech services) and at Helpdesk@oprfs.org.

Student Support

During remote learning, Helpdesk will direct support requests to the appropriate department to assist. Distribution of devices will be managed according to the latest available CDC information and will take into account appropriate safety precautions. The Remote Learning web page will be updated and integrated with the Student Helpdesk web page.

Teacher Support

All support needs will be addressed through Helpdesk. The Remote Learning page will include resources and list supported platforms. The COVID-19 Intranet page will list most recent information and provide links to assistance with an internal focus. TLC will provide resources and support on various platforms, including:

- Synchronous learning: Zoom and Google Meet
- Learning Management System: Google Classroom
- Remote proctoring/monitoring: Google Classroom, Google Suite, and GoGuardian

Staff Support

Also addressed through Helpdesk, but a portion of the Remote Learning page and COVID-19 Intranet page will be dedicated to the general support of non-certified staff, including support information for

home office environments. Additional peripheral technology (monitors, keyboards, mice) will be provided to staff who are primarily working from home.

Parent Support

Enhanced resources will be provided through a parent section of the Remote Learning page. These will include technical support information as well as information that is useful to supporting a home remote learning environment, such as how to test home bandwidth, basic home Internet access troubleshooting, and tech-related social-emotional learning information.

Looking Forward

As stated previously, this plan is for the first semester only. Throughout the fall, we will be monitoring conditions in Oak Park, River Forest, and surrounding areas, as well as guidance from CDC, the Restore Illinois plan, IDPH, ISBE, and OPDPH. Our goal is to implement a phased return to in-person instruction once we are confident that it is safe and feasible to do so. Should there be a significant change that results in the state moving to full reopening, we would be able to fully return to in-person learning as soon as possible.

Education has changed at a speed no one could ever have envisioned six months ago. We are committed to meeting that challenge by exploring creative ways of teaching and learning, promoting best practices, and continually getting better.

We are hopeful that someday soon we Huskies can be together again in the hallways and classrooms of OPRF. Until then, we appreciate and thank our entire community for its support as we provide the best education possible for our students.

Appendix A

Daily Schedule for First Semester

Revised Sept. 14, 2020

August 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12 Institute Day/ No School for Students	13 Staff Development Day/No School for Students	14 Remote Learning Planning Day/ No School for Students	15
16	17 Remote Learning Planning Day/ No School for Students	18 Huskie Kickoff Day for Freshmen	19 A Day	20 B Day	21 A Day	22
23	24 B Day	25 A Day	26 B Day	27 A Day	28 B Day	29
30	31 A Day					

September 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 B Day	2 A Day	3 B Day Virtual Parent Back-to-School Night	4 Staff Development Day/ No School for Students	5
6	7 Labor Day/ No School	8 A Day	9 B Day	10 A Day	11 B Day	12
13	14 A Day	15 B Day	16 A Day	17 B Day	18 A Day	19
20	21 B Day	22 A Day	23 B Day SAT Standard	24 A Day SAT Accommodated	25 B Day SAT Accommodated	26
27	28 A Day	29 B Day	30 A Day			

October 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 B Day	2 A Day	3
4	5 B Day	6 A Day	7 B Day Evening Parent-Teacher Conferences	8 Parent-Teacher Conferences/ No School for Students	9 No School	10
11	12 Columbus Day/ No School	13 A Day	14 B Day SAT <i>Standard</i>	15 A Day SAT <i>Accommodated</i>	16 B Day SAT <i>Accommodated</i>	17 PSAT/NMSQT <i>Optional for Juniors</i>
18	19 A Day	20 B Day	21 A Day	22 B Day	23 A Day	24
25	26 B Day	27 A Day	28 B Day	29 A Day	30 B Day	31

November 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 Remote Learning Planning Day/ No School for Students	3 Election Day/ No School	4 A Day	5 B Day	6 A Day	7
8	9 B Day	10 A Day	11 B Day	12 A Day	13 B Day	14
15	16 A Day	17 B Day	18 A Day	19 B Day	20 A Day	21
22	23 B Day	24 A Day	25 Thanksgiving Break/ No School	26 Thanksgiving Break/ No School	27 Thanksgiving Break/ No School	28
29	30 B Day					

December 2020						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 A Day	2 B Day	3 A Day	4 B Day	5
6	7 A Day	8 B Day	9 A Day	10 B Day	11 A Day	12
13	14 B Day	15 A Day	16 B Day	17 A Day	18 B Day	19
20	21 FINAL EXAMS	22 FINAL EXAMS	23 FINAL EXAMS	24 Winter Break	25 Winter Break	26
27	28 Winter Break	29 Winter Break	30 Winter Break	31 Winter Break		

January 2021						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 Winter Break	2
3	4 Winter Break	5 Winter Break	6 Winter Break	7 Staff Development Day/No School for Students	8 Remote Learning Planning Day/No School for Students	9
10	11 SEMESTER 2 PLAN TO BE DETERMINED	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Appendix B

Employee Safety Protocol

For your own safety and the safety of your co-workers while in the building, please follow the procedures below:

Prior to Entering the Building

- Check your temperature before coming to the office. If you have a fever at or above 100.4, stay home.
- Review the CDC Symptoms [here](#); scroll down to take the CDC Self Checker.
 - If the Self Checker suggests you are feeling OK and don't need a COVID-19 test, you may come to work.
 - If the Self Checker suggests you contact your doctor or seek out a COVID-19 test, stay home until cleared by your doctor.
- If you are experiencing any of the following symptoms, stay home: cough, shortness of breath or difficulty breathing, chills, muscle pain, sore throat, fatigue, headache, congestion or runny nose, nausea or vomiting, diarrhea, or new loss of taste or smell.
- Notify your supervisor if you have symptoms described above or you have come in close contact with anyone who is COVID-19 positive or has any of the symptoms described.

Entering the building

- All employees are required to enter only through the Main Entrance.
 - Put on a mask and apply hand sanitizer.
 - Masks, gloves, and hand sanitizers will be available at each designated entrance.
 - You may choose to wear your own mask/face covering.
- Have your temperature checked.
 - Everyone will be required to have their temperature checked upon entering the building.
 - Any staff member with a temperature 100.4°F or higher will not be allowed to enter the building and will not be allowed to return to work until fully recovered. Please see the section "Returning to Work After Illness or COVID-19 Exposure" below for further guidance.
- Go directly to your work area/destination and minimize your movement within the building.

Wearing Masks

Public health guidance indicates that wearing a cloth mask prevents the spread of respiratory droplets. Wear a mask when you are in the building to protect yourself and others.

- Wear a mask in all public areas (restrooms, conference rooms, hallways, etc.)
- If you are working at your desk and not facing anyone else, removing your mask is OK.
- If someone enters your work area, please put your mask on.
- Please wear a mask at all times when leaving your immediate work area.

Maintaining Social Distance

- Whenever possible, stay at least six feet (about two arms' length) from other people.
- Minimize your movement within the building.

Taking General Health Precautions

- Wash your hands frequently with soap and water for at least 20 seconds at a time.
- Cover coughs and sneezes and then wash your hands afterward.

See the Nurse if Not Feeling Well

If you start showing any flu or covid-like symptoms while at work, please report to the nurse's office.

Cleaning

- All surfaces are disinfected every evening. Please keep your work areas free of paper and clutter as much as possible to assist in the cleaning process.
- In addition, disinfectant wipes are available for use. If you need to use shared equipment, such as a printer, please wipe it after each use.

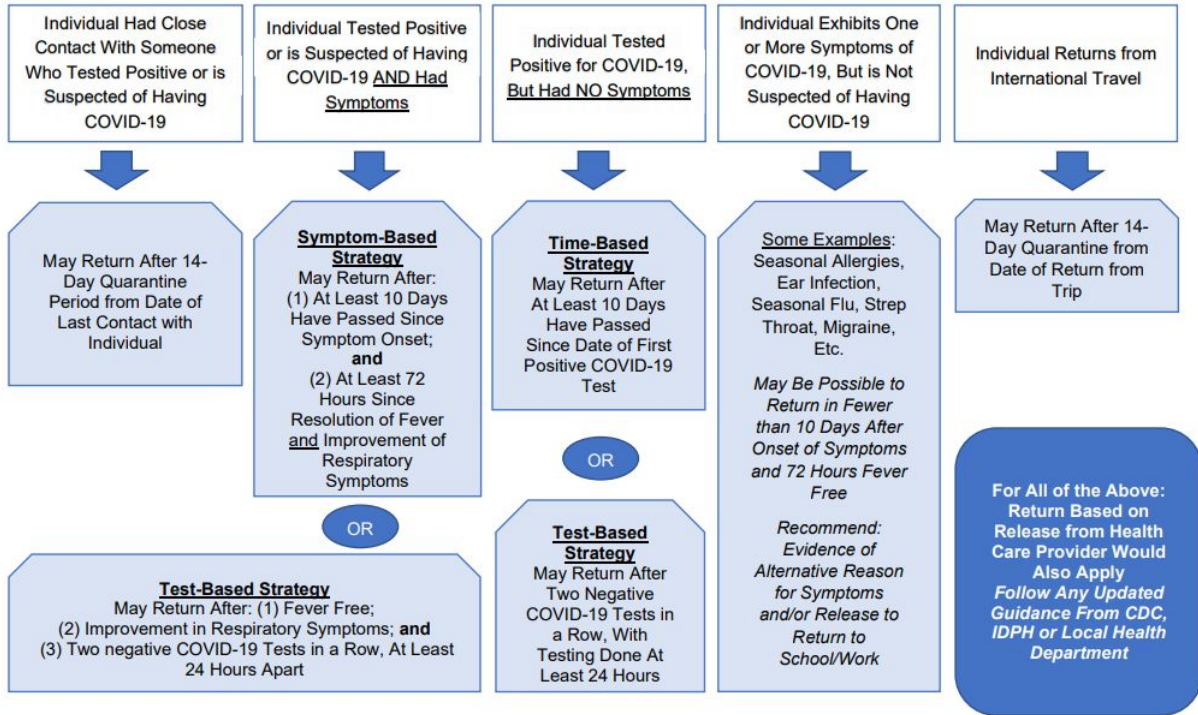
Returning to Work After Illness or COVID-19 Exposure

- **If you think or know you had COVID-19 and had symptoms:** You may return to school after...
 - 72 hours with no fever **and**
 - Respiratory symptoms have improved (e.g., no cough, no shortness of breath) **and**
 - 10 days have passed since symptoms first appeared.
- **If you tested positive for COVID-19 but had no symptoms:** As long as you remain symptom-free, you can return to school after 10 days have passed since you tested positive.
- **If you have had close contact with someone with COVID-19:** Stay home for 14 days after exposure.

Self-Quarantining After Traveling to High Risk-Areas

- CDC recommends that travelers avoid all nonessential international travel. In addition, the Cook County Department of Health website and the village of Oak Park recommend self-quarantining for anyone who travels to a state with a high incidence of COVID-19. To see the specifics of travel guidance issued by the Village of Oak Park on July 17, 2020, [click here](#). To see the list of high-risk states on the Cook County Department of Health website, which is updated every Tuesday, [click here](#).
- If you travelled to high risk areas in the last 14 days, stay home, monitor your health, and practice social distancing for 14 days after you return from travel. Social distancing means staying out of crowded places, avoiding group gatherings, and maintaining distance (approximately six feet or two meters) from others when possible.

Return to School/Work Flowchart



Testing Site Locations in Illinois

[Click here](#) to access the list of testing sites.

Other Testing Sites Near Oak Park

- [Rush Oak Park Hospital](#). Appointment required, referral not required, testing for all patients.
- CVS - 345 Madison Street. Appointment required, referral not required, tests limited to certain patients, drive through. 708-386-2157.
- Walmart Mobile Testing - Forest Park. Appointment required, referral not required, testing for all patients, drive-through.

Appendix C

Video-Conferencing Guidelines for Students

Gathering as a class or in small groups on Google Meet or Zoom has benefits for learning and staying connected to one another. Here are some important reminders:

- **Use wifi.** Using cellular data can consume large amounts of data very quickly. If you need access to wifi, OPRF will provide a hotspot at no cost. Please email helpdesk@oprfs.org to request one.
- **Unless there are extenuating circumstances, your camera is required to be on during synchronous learning.** Please be sure to dress appropriately for school and be aware of what is showing in your background.
- **Mute yourself when not speaking.** Background noise can be heard by all in the meeting and is distracting.
- **Be flexible and understanding.** Classmates and teachers may experience interruptions from pets or younger children at home. Recognize that everyone is doing the best they can under the circumstances.
- **Remember our code of conduct still applies.** When you're in class, you're in school, and behavior expectations remain the same. The code of conduct still applies, and a teacher may remove a student from a video conference for inappropriate behavior.

Appendix D

Fall 2020 Athletics

This plan will be implemented during the Fall 2020 sport season in conjunction with the Illinois High School Association (IHSA) Return to Activities Plan, and in coordination with the Sport Guidance Plan from the governor's office. All policies, procedures, rules, regulations and protocols of the above mentioned plans will be in place at all times. In addition, we will be in compliance with all guidance from the Centers for Disease Control and Illinois Department of Public Health. As a result, these plans may be subject to immediate change pending such guidance.

The goal of both the IHSA and the OPRFHS Return to Activities Plans is to allow students and coaches the ability to reconnect and return to some competitive sport activities, while keeping the health and safety of our students and coaches as paramount.

The following sports will be sponsored and conducted by OPRFHS during the Fall season: Boys and Girls Golf, Boys and Girls Cross Country, Girls Tennis, and Girls Swimming & Diving. Start dates are listed below:

- Boys and Girls Golf – Monday, August 10
- Boys and Girls Cross Country – Monday, August 17
- Girls Tennis and Girls Swimming & Diving – Monday, August 17

As of the publication of this plan, the IHSA has not cancelled any of its 2020-2021 sports seasons. Instead, it has established an alternate schedule that delays several fall sports to later seasons. Additional information about those seasons will be made available in the coming weeks.

General Procedures

- Students will have to submit the OPRFHS Athletic Registration Form and have a current Physical Form on file with the school in order to participate in tryouts.
- Specific tryout information and criteria will be available on-line and at the time of in-person registration at OPRFHS.
- Athletic trainers will be on-site for all activities.
- Coaches will supervise participants and maintain procedures and guidelines at all times.
- Coaches and athletic trainers will wear masks/face coverings at all times.
- Participants **MUST** wear a mask for check-in and will be screened for Covid symptoms prior to each tryout/practice session - Students will **NOT** be allowed to participate if they have a temperature above 100.4 degrees or exhibit any signs of Covid symptoms.
- Coaches will maintain an attendance log for each session.
- Equipment and frequently touched surfaces will be cleaned and disinfected after each session.
- NO spectators / parents are allowed into the facilities or training sessions.

- NO locker rooms will be available during this stage of programming.
- Restrooms will be available for participants with a limit of two (2) persons allowed at any time.
- Each facility will have a check-in station with PPE supplies, including hand sanitizer.

Additional Safety Procedures

- Should a student or staff member become sick, the areas used by that person will be closed and not used again until proper cleaning and disinfecting has taken place.
- In accordance with state law, the school will notify local health officials and families of any case of COVID-19.
- Students or staff who have tested positive for, or are showing symptoms of COVID-19 MUST meet the following CDC guidance for home isolation or quarantine before being allowed to return to activities:
 - Home isolation for at least 3 days (72 hours) and resolution/recovery of symptoms (*recovery* is defined as resolution of fever and improvement in respiratory symptoms, without fever-reducing medication, AND two (2) negative tests at least 24 hours apart) OR
 - If no test, then home isolation for at least 10 days have passed since symptoms first appeared.
 - If you have contact with someone with COVID-19, you must quarantine for 14 days.

Requirements for Coaches

- Coaches must assign all participants to training groups/levels and notify them with a specific arrival time and location prior to the start date.
- Coaches are to ensure that there is no interaction of participants between training groups.
- Coaches will supervise participants and maintain procedures and guidelines at all times.
- Coaches are to screen all participants before each session for a temperature check and the IHSA Covid monitoring protocol questions - Students will NOT be allowed to participate if they exhibit any signs of Covid symptoms or have a temperature of 100.4 degrees or higher.
- Coaches are to keep accurate attendance records for each session.
- Coaches are to ensure that all participants are adhering to the social distancing requirements; participants should be six feet apart AND training groups must be 10 yards apart.
- Coaches MUST wear masks at all times and clean and disinfect training equipment after each session.

Requirements for Students/Parents

- Students must submit the OPRFHS Athletic Registration / Parent Permission Form and have a current Physical Form on file with the school in order to participate in tryouts.
- All students MUST bring the following items to each session: mask / face covering, water bottle, proper shoes – students will not be allowed to participate without a mask.

- We are highly encouraging students to limit the number of personal items they bring to tryouts and practices, as there are NO locker rooms available for storage. Personal items must be kept six feet apart from others.
- Students must wash hands with soap & water or use hand sanitizer prior to participating.
- Students MUST wear masks and social distance in line for check-in. For outdoor activities students must wear masks and social distance whenever they are not actively involved in an exercise or activity. For indoor activities, students must wear masks at all times (exception for swimming – no mask while in the pool, but masks must be worn on deck).
- Students MUST leave the school campus immediately after their activity is over. There will be no socializing allowed on campus after training sessions have ended.
- When students return home, they should immediately shower and wash all clothes and equipment.
- Students will NOT be allowed to participate if they exhibit any signs of Covid symptoms during the daily screening process, parents must restrict their children from coming to campus and participating if they have any Covid symptoms.
- Students MUST arrive at their assigned time, if they are late they will not be permitted to participate.

Requirements for Athletic Trainers

- Trainers will provide training and assistance for coaches in Covid screening checks.
- Trainers will provide emergency care and standard ATC injury care as needed following all CDC and IDPH guidelines.
- Trainers will restrict participation of any students reporting symptoms.
- Trainers MUST wear masks at all times.

Requirements for Custodial Staff

- We will use the following bathrooms: the 1st floor of the Stadium; the bathrooms on the east side of the Field House and the gender neutral bathrooms on the 1st floor near the Athletic Offices.
- Clean all bathrooms and indoor facilities each night after all sessions have concluded.
- Clean the athletic training room in the Stadium each night.
- We will only use the 1st Floor Girls swim locker room during the Fall season.

Requirements for Security Staff

Provide appropriate security officers to assist in securing and monitoring all indoor and outdoor facilities during all sessions – deployment to be determined.

Outdoor Facilities

- Tennis Courts
 - The entrance and check-in will be at the SW gate to the courts.
 - Participants will use porta-potties for bathrooms or the Stadium.

- Lake Street Field / Ridgeland Common.
- The entrance and check-in station will be at the west gate – this will be the only entry/exit.
- The field will be divided into two (2) training stations.
- The jogging track will be closed to the public during all sessions.
- Stadium / Westside Grass Fields
 - The entrance and check-in will be at the East Ave. gate on the Mall – this will be the only entrance/exit to the stadium and grass fields.
 - The stadium will be divided into two (2) training stations.
 - The grass field will be divided into two (2) training stations.
 - Participants in the Stadium and Lake St. Field will use the bathrooms in the Stadium.

Indoor Facilities

East Pool & West Pool and Field House – South-End only:

- The entrance and check-in will be at Door #2.
- Participants will use the bathrooms in the Field House.

Appendix E

OAK PARK AND RIVER FOREST HIGH SCHOOL PATH TO FULL REOPENING



GUIDING PRINCIPLES

We believe that students and staff need to be in school to maximize student engagement in learning. However, unless we can ensure complete compliance with guidelines from the Centers for Disease Control, the Illinois Department of Public Health (IDPH), and the Illinois State Board of Education (ISBE), we cannot recommend a full return to in-person instruction. Regardless of our learning format, we are committed to:

- Maintaining the health and safety of all students and staff.
- Providing a rigorous and robust learning experience for all students whether classes are in person, hybrid, or remote.
- Making all decisions through a lens of equity
- Addressing the social, emotional, and mental health needs of our students, staff, and families.
- Providing ongoing professional development opportunities for staff that address the learning needs of students.

RESTORE ILLINOIS PHASE 4: REVITALIZATION

As of Aug. 5, 2020, all regions of Illinois are in Phase 4, which means:

- Rate of infection among those surveillance tested and the number of patients admitted to the hospital continues to decline.
- Gatherings of 50 people or fewer are allowed, restaurants and bars reopen, travel resumes, child care and schools reopen under guidance from the Illinois Department of Public Health.
- Face coverings and social distancing are the norm.

OPRF REOPENING STAGES 1-3 ARE ALIGNED TO PHASE 4 OF RESTORE ILLINOIS

OPRF Stage 1: Full remote (Aug. 19)

All classes are fully remote. Social-emotional support, clubs and extra-curricular activities, etc., are also remote.

OPRF Stage 2: Remote with gradual return of identified students (Sept. 7 if possible)

All classes still fully remote. Some in-person instruction and support available for identified students, such as those with Individualized Education Programs (IEPs), Section 504 accommodations, etc.

OPRF Stage 3: Hybrid (date to be determined)

Staff and students gradually return to the building for some level of in-person instruction. Dependent on state and local public health guidance based on flattening of positivity rates and of seven- and 14-day rolling averages.*

RESTORE ILLINOIS PHASE 5: ILLINOIS RESTORED

Requirements to enter Phase 5:

- Testing, tracing, and treatment are widely available throughout the state.
- Either a vaccine is developed to prevent additional spread of COVID-19, a treatment option is readily available that ensures health care capacity is no longer a concern, or there are no new cases over a sustained period.
- All sectors of the economy reopen with new health and hygiene practices permanently in place. Large gatherings of all sizes can resume.

OPRF REOPENING STAGE 4 IS ALIGNED TO PHASE 5 OF RESTORE ILLINOIS

OPRF Stage 4: Full in-person

All staff and students are fully on site. Instruction, activities, athletics, etc., return to pre-pandemic conditions.

**According to the Oak Park Department of Public Health (OPDPH), it is impossible to state a specific positivity rate on which to base OPRF's regression or advancement to different reopening stages. We will continue to consult with OPDPH, IDPH, and ISBE for information on local conditions and guidance on when we can safely move to a new reopening stage.*

Appendix F

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Teaching and Learning Committee:

Greg Johnson (chair),* LeVar Ammons,* Kennedy Dixon,* Laurie Fiorenza,* Shalema Francois-Blue,* Julie Frey,* Sheila Hardin,* Lynda Parker,* Chris Thieme,* Gwen Walker-Qualls*

- **Equity Subcommittee:** LeVar Ammons (co-chair),* Sheila Hardin (co-chair),* Devon Alexander, Dan Cohen, Khalida Himes, Patrick Pearson, Lee Williams
- **Instruction Subcommittee:** Laurie Fiorenza (chair),* Octavius Bellamy, Liliana Boyce, Claire Downs, Julie Frey,* Jolene Heineman, Alexis Iliadhi, Matt Kirkpatrick, Dan Kleinfeldt, Betina Johnson, Raquel McGee, Meredith McGuire, Kristen McKee, Richard Mertz, Mark Pappalardo, Patrick Pearson, Derrick Purvis, James Sieck, John Stelzer, John Terretta, Julie Ward
- **Special Education Subcommittee:** Kennedy Dixon (co-chair),* Shalema Francois-Blue (co-chair),* Gwen Walker-Qualls (co-chair),* Lauren Achurra, Kristen Charkow, Ashley Colletti, Linsey Kirby, Fawn Joyce, Tracy Lewis, Lamar Linnear, Julie Lullo, Karen Kerrins, Ramon Ovalle, Laura Rodriguez, Vincent SanFilippo, Marilyn Thivel, Brittney Youngblood-Boone
- **Technology Subcommittee:** Chris Thieme (chair),* John Angelini, KeJuan Carter, Christian Fountain, Amit Martin, Lisa Vincent, Jon Wells

- **Transitions Subcommittee:** Lynda Parker (chair),* Toni Biasiello, Janel Bishop, Nabiha Calcuttawala, Ginger Colamussi, JP Coughlin, Kelly Diaz, Christian Fountain, Jim Geovanes, Alexis Iliadhi, Sana Jaber, Kris Johnson, Glynis Kinnan, Gabriela Martinez

Operations Committee: Ron Anderson (co-chair),* Mike Carioscio (co-chair),* Cyndi Sidor (co-chair),* Alyssa Alfano, Jeff Bergmann, Josh Czerniak, Carolyn Gust, Mike Piekarski,* Fred Preuss, Julee Terretta, David Walksler, Josh Warriner

- **Campus Safety Subcommittee:** David Walksler*
- **Construction Subcommittee:** Jeff Bergmann, Josh Warriner
- **Facilities Subcommittee:** Fred Preuss
- **Financial Implications Subcommittee:** Cyndi Sidor, Alyssa Alfano
- **Food Service Subcommittee:** Mike Piekarski*
- **Transportation Subcommittee:** Carolyn Gust

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**Member of Reimagine Education OPRF Steering Committee*