

PROPOSED HYBRID MODEL

1. With numbers of COVID-19 cases increasing, is it safe to open schools right now? With these increasing numbers would it be safer to consider a remote only option for T1? How is science driving our district's reopening plan?
2. Quality remote learning will certainly be important as we move forward in education now and forever. Why are we not focusing on improving the quality of remote learning at this time instead of spreading ourselves thin and risking our lives? This feels like the perfect opportunity to figure out how to actively engage students remotely and find ways to support students that did not participate in the Spring. Why not use the start of the year to do this as we observe Covid's progression and take the needed time to properly plan and prepare for in-person learning? When will D97 have a plan in place for robust and meaningful remote learning?
3. Why does the current model have the same schedule PKP-8, when students at these age groups have very different needs and abilities, as well as different sizes in population and scheduling requirements? What other models were considered?
4. In what ways does the current hybrid plan meet all the CDC and IDPH checkpoints for on site learning? What if anything is missing?
5. When will in person and remote schedules be shared with staff? The community?
6. How is the current model equitable for staff and students? How did you arrive at the decision as to which classes would be taught in person and which classes would be taught remotely? How will this message be communicated with teachers to prevent a division of staff (electives/specials vs core/homeroom)? How will culture and climate teams be used to boost staff/student morale?
7. When will the administration be doing a full physical walk through of a typical day for a student and teacher, and will teachers be included to help identify potential risks and problems that are difficult to imagine from the environment of a zoom planning meeting? How will this experience be shared with families, so that they can see what their students' school day will really look like? It is important that families understand students will not be resuming school as they have known it to be in previous years.
8. Remote learning and block teaching requires immense amounts of preparation and behind-the-scenes work, including rewriting curriculum. How will teachers be supported with this transition? When will there be specialized, paid training for staff to prepare before the first day of school for all these changes?

9. As contact with people increases, the risk of getting COVID-19 increases. What will be the maximum number of people the district is committed to ensuring staff will come into contact with? How is science being used to reach this decision? How do we ensure that office staff, specials, electives, co-teachers, related service providers, and TAs are not being exposed to all students within a building?
10. How will we ensure that staff get a duty free lunch, as well as their contractual planning minutes?
11. How do we ensure that cohorting students and staff is upheld with the highest integrity? IE elective/special/related services, etc. cannot be pulled from their remote teaching responsibilities to sub in the event that a core teacher is absent.
12. This current plan does not address inclusion of special education students, particularly our instructional students who move in and out of spaces frequently throughout the day. When will those plans be addressed? What does the schedule look like for a student who qualifies to attend 4 days in? How do we ensure these students get their non core classes? Will these students just get the same lesson twice? This could lead to an increase in classroom disruption. In what ways will staff be supported? What training will be provided and when?
13. When will 6th graders return their iPads and collect Chromebooks? When will K-3 devices be distributed?
14. What are the daily planning expectations for teachers when half the class is in attendance and half is remote? Are teachers expected to plan for both situations?
15. Will the district resurvey parents and staff who may have changed their minds about the hybrid plan after learning its potential details? Will staff be able to express their preference to be a remote only teacher? Could remote only teachers opt to be in their classrooms, where all their supplies are, to conduct remote learning lessons?
16. How do we ensure remote only staff are designated to support remote instruction? Teaching in-person and remotely are two entirely different lesson plans.
17. How will Instructional Coaches, Curriculum Coordinators, IB Coordinators, GTD, MTSS, Culture and Climate Coaches etc be implemented in this model?
18. Will teachers be required to livestream classes for accelerated students who are moved up a grade level for math or language arts? What support(s) will be put in place for this? Better cameras and audio? How will the teacher manage both groups? Where will the student view this instruction, will they stay in their assigned cohort to view? Who is responsible for supporting this student when they need help?

19. Currently K-2 students receive a total of 300 minutes of Specials classes weekly (Art, P.E. Music, Spanish, & Library) and 3-5 students receive a total of 270 minutes of Specials weekly. What other activities will be scheduled to fill out the remote elementary students remote learning days and who will be responsible for facilitating this learning? (i.e. core homework, Science, Social Studies, etc.)
20. When we must go remote, how will we ensure equitable access to technology and support(s) for our students and staff? Will materials such as worksheets be printed and delivered to families or will they be responsible for printing things on their own, as they were in the spring?
21. What are the COVID-19 screening procedures for the staff and students? What will prevent students or staff from entering school/boarding buses? How do we ensure that parents keep sick children home and don't just give them medication, as they have in the past. How do we communicate the importance of keeping sick children home? How often will temperature checks take place? Who will be responsible for this?
22. Will there be a staggered arrival/dismissal time to ensure safety of students and staff to reduce traffic in common areas?
23. What happens when a student shows up on a day that they aren't scheduled?
24. In our region, August and September are typically warmer months. We have many classrooms without A/C. Being in masks in these temperatures will make it hard to breathe and thus is unhealthy. However, these same masks are needed to protect our students/staff from COVID-19. What accommodations will be made to ensure everyone is comfortable and safe?
25. Many staff travel between schools and use ancillary spaces to teach in. How will this be handled in a way that limits their exposure?
26. In what ways will district office employees be willing to help on site in school buildings?
27. According to an [internal document](#) obtained by the [New York Times](#) and reported by [CNN](#), some people within the CDC warn that reopening schools is the highest risk of spreading COVID-19. What is the rate of infection which would trigger us to move to a Remote Model?
28. How will cohorts of students be created? How do we ensure they are balanced in terms of student academic, social emotional, behavior, etc.?
29. At the middle school it has been identified that teachers will switch between rooms. Who will monitor the students when staff members need to rotate? How will those teachers switching be kept safe, as their exposure group is much larger?

30. What happens when a teacher or assistant needs to use crisis prevention intervention (CPI) with a student? When a child is in crisis, and needs CPI, but is spitting and biting, how do we protect ourselves? Can staff members choose not to be a part of the crisis team? How will disruptions like classrooms that need to be evacuated due to student behavior be handled with social distancing?
31. If we have to move from the hybrid model to full remote learning based on COVID increases, will we maintain the same schedule with the A/B groups or will we combine our groups into one?
32. What emotional support will be in place in the event a teacher or student dies from COVID-19? When and how will staff/community be notified when there has been exposure and death? Who will send this notification? How will crisis teams be able to support staff and students while they also grieve?
33. Will staff meetings, including BLT, MTSS, PBIS, New Teacher Academy, National Board meetings, be held virtually in some way?
34. Will class sizes be different based on the size of rooms and ability to stay safe in that space? Will there be mandatory caps on class size? Will the mandatory caps on class sizes be maintained in the virtual classroom?
35. Is there a ratio of adults to children that are allowed to be in the classroom? Will any other adult be allowed in the classroom with the classroom teacher? Is this being taken into consideration when determining classroom caps?
36. If the district does not finalize its plan and provide details by 30 days prior to the school year, will teachers who choose to resign be exempt from meeting the school code requirement of notifying the district 30 days prior to the school year of their decision to resign?
37. What happens during fire, active shooter drill, evacuation, and tornado drills? These are done multiple times per month and require close proximity. The guidelines recommend keeping doors locked. Will Covid precautions overrule active shooter precautions? Will drills have to take place for both cohorts? What happens in the event any of these situations occur and are NOT a drill?

STAFF ACCOMMODATIONS

38. When deciding which teachers qualify to teach remotely due to elevated risk, who determines the parameters of what counts as higher risk? How will this be determined? What if a staff member is diagnosed with a high risk condition during this school year?

39. How will the district maintain confidentiality of staff that self identify and what precautions will be in place to prevent exclusion or being inequitably denied employment?
40. What options are there for people who care for someone who falls into the vulnerable population, i.e. a medically complex child, at risk spouse, or care of an elderly parent?
41. What if I am not high risk but do not feel safe being physically present at school? What are my options? Can a teacher take a year leave of absence?
42. How will we support our teachers who have children of their own on different schedules than their parent(s)? What accommodations will be made for educators/their families?
43. How will FMLA be handled during COVID-19? What do teachers need to know about any changes or formalities, if any?
44. If a veteran teacher were to opt for retirement due to safety concerns about returning to work, would they be eligible for the retirement benefits in the contract?
45. Will a teacher be required to call in sick if they have a mild cough or seasonal allergies, which may mimic COVID symptoms?
46. How will educators be supported financially by the district or the state if they become permanently disabled by the virus contracted at schools? Would they be eligible for workman's compensation? This seems especially important since it could take months to fully recover from the illness.
47. If a teacher must quarantine more than once, what accommodations can be made to ensure continuity of instruction for our students and paid time for that staff member? Is it possible this teacher could work remotely during the quarantine or would a teacher be required to use their available sick time?
48. Will the district be ordering microphones for teachers with soft voices who will have difficulty projecting their voices through masks and over outdoor noise and loud fans?
49. How will ADA accommodations be upheld with new protocols? How should staff notify the district about the need for these accommodations if they are not already aware?

STUDENT/STAFF HEALTH AND SAFETY

50. What type of PPE will be provided and to whom? How do we ensure students and staff have access to clean masks each day?

51. Will the district require that students and staff be tested for COVID-19 prior to the start of the school year?
52. Will the district be providing on-site COVID-19 testing, and if so, how frequently will it be done for those on site?
53. When a child is exposed to COVID at school due to the child taking their mask on and off during the day, is the teacher responsible for this? Would families be allowed to sue? Will the district provide legal support in the event of a lawsuit?
54. What are the disclosure procedures as it relates to COVID-19? Will staff or families need to sign waivers of disclosure when they've been exposed or tested? What is the district's policy for contact tracing? Who will be responsible for completing contact tracing?
55. How will traveling teachers be accommodated? What will be done to ensure that they have a designated space to work? This will ensure that staff and students are not sharing spaces and thus reduce their viral load.
56. Will toilet seats with covers be installed to contain aerosol plumes and prevent potential spread of the virus? Will shields be installed between sinks in all bathrooms, due to the fact that the sinks are so close together?
57. What will bus cleaning/sanitizing procedures look like? How will we guarantee social distancing and mask wearing on school buses?
58. Will there be an aide on every bus to monitor distancing and mask use, since the bus driver will be focused on driving?
59. A May 2020 study out of Germany found "The viral loads [of Covid-19] observed in the present study, combined with earlier findings of similar attack rate between children and adults, suggest that transmission potential in schools and kindergartens should be evaluated using the same assumptions of infectivity as for adults". This combined with studies of healthcare workers have found that viral load plays a role in whether or not frontline workers become infected with Covid-19. What if any consideration has been given to the viral load teachers may be exposed to?
60. When non-staff individuals enter the building (parents, coaches, substitutes, etc) will they be required to participate in contact tracing in the event of exposure? Will they have temperature checks? Who will be responsible for this? How will we guarantee they are forthcoming with their health information?
61. What will the protocols be for students to be exempt from wearing a mask? According to the CDC, if you are well enough to be outside without requiring supplemental oxygen you are

medically able to wear a mask. How will the district support teachers when a student refuses to wear a mask? Will the students' be sent home to ensure the safety of others in the building? Will they be required to wait outside or in an isolation area until picked up by a family member?

62. How will the health of teachers and other adults be protected when students do not have a mask? Will desk shields be purchased for those students exempt from wearing a mask?
63. How will additional time be incorporated into the school day to support the Social/Emotional Development of both staff and students?
64. What safeguards will be put in place for the mental health and well being of the staff? How will the mental health of teachers experiencing high levels of anxiety and depression be supported during this time?
65. Since many of the conditions that were present during remote learning which caused students to withdraw, not engage in learning, become depressed, etc. will still be present (lack of socialization, isolation, etc), how will those students who refuse to come to school, or log in for a virtual lesson, be evaluated for grades? How will the district support those students and families? Who will be responsible for this?
66. "Social distancing must be practiced in classrooms and on buses. When students can't be seated six feet apart, barriers should be installed between desks or desks should all face one direction" (from "The Road Back"). What does this mean for D97? Who determines if a classroom is safe? Will smaller classrooms be provided with plexiglass barriers?
67. Will plexiglass barriers be installed in common spaces such as the main office, library circulation desk, etc. for the health and safety of staff/students in these high traffic areas?
68. Will water fountains not be permitted for use except for bottle filling or will they be shut off completely?
69. Would the BOE and cabinet be open to a conversation or presentation from an educator who was deployed for 35 days with the military to do COVID testing and received hazard pay?

PERSONAL PROTECTIVE EQUIPMENT

70. What will be the protocol for medical exemptions from masks? Will plastic face shields be ordered for desks of students with medical exemptions?
71. What specific PPE equipment is being ordered for the district? Are staff limited to only wearing PPE provided by the school? How long will the supply of PPE purchased by the district last?

72. What will the protocol be for students who soil their mask (allergy sneezes, vomit, etc). Are they required to bring a backup or will the school provide it? If masks are disposable, will biohazard boxes be available in each classroom so they can be disposed of properly?
73. Teachers may need to replace their disposable masks multiple times per day. Will teachers have to supply their own masks? If so, will there be financial assistance? If not, who will be providing them, and when will they be available? Who will supply replacement face shields, regulators, etc?
74. The regulations for daycare indicate that staff should wear their hair pulled back. It also states that staff should wear an oversized shirt during activities that may place them in direct contact with secretions and change them when the secretion comes in contact with the clothing. Are such regulations in place for staff members who work with learners who cannot manage their saliva or other body fluids? Will smocks be provided as required PPE for teachers and staff who must deal with bodily fluids?
75. Will masks be regulated for printing/content as part of the dress code? What happens when a student is wearing an inappropriate mask? We previously asked that student faces not be covered as a safety precaution within the dress code, how will we modify or enforce this?
76. Will special masks with clear windows be provided for PreK, kindergarten, FLES, ELL, speech pathologists, language acquisition, etc?

CLEANING

77. Has the district ordered the necessary cleaning supplies for the entire school year, and when can their arrival be expected?
78. Has the district been able to secure Clorox wipes? If not, what will be used to wipe down surfaces during the school day? How will we be assured that this replacement is a product that is known to kill the virus?
79. Will Buildings & Grounds be hiring and/or assigning more janitors to help clean each day/week? Prior to COVID, classrooms in many buildings were often skipped due to rotating subs.
80. When a student becomes ill during the day after having been in a classroom, restroom, nurse's office and main office, do all of these locations have to be shut down for quarantine? How will schools function with these spaces closed?
81. What new systems will be put into place to ensure that cleaning and sanitation is done in accordance with COVID-19 guidelines? Who should staff members report concerns to? How do we ensure that administrators are responsive to staff concerns about sanitation?

82. Who will sanitize Middle School classrooms in between class periods?
83. How often throughout the day will staff and student bathrooms be cleaned and sanitized in order to protect the health of students/staff?
84. Who is responsible for cleaning high touch surfaces in classrooms? This would include door handles, school telephones, desks, chairs, supplies, manipulatives, calculators, computers, computer carts, tissue boxes, pump hand sanitizers, pencil sharpeners, instruments, etc.
85. Who will provide the cleaning supplies, training, and complete the actual sanitization in libraries/media centers/makerspaces? If librarians/Media/Tech teachers will be sanitizing will we be provided additional time to complete this since many carry teaching schedules as well?
86. Will staff lunch rooms and conference rooms be cleaned during the school day?
87. Many classrooms utilize flexible seating like stools, yoga balls, etc. In some cases, these are used for behavioral reasons or as part of an IEP. Who will be responsible for disinfecting these surfaces?
88. Many cleaning products and hand sanitizers appropriate for the virus contain fragrances that both students and staff may be allergic to. Given the large quantities in competing scents that are likely to be used, when will the district institute a fragrance free policy for all substances?
89. Will school buildings still be rented out to community groups and programs on weekends and evenings? If so, how will cleaning and disinfecting be increased and maximized for new contaminants on surfaces and throughout the facilities?

HVAC

90. Will HVAC/air quality specialists be brought into each and every building to assess the air quality and check for proper ventilation? Older schools are prone to air quality issues and Covid-19 is said to spread in poorly ventilated areas. Are filters being changed in HVAC systems at the appropriate times? How often? Will filters in ventilation systems be upgraded to the most advanced type for filtering particles? Will UV filters be installed in HVAC systems? What updates need to be made, if any and how much will this cost? What is the timeline for completing any needed updates?
91. How can staff be assured that maximum air exchange is occurring between outdoor and indoor air? Can the district quantify the AER of its classrooms? For instance, most homes have only .38 rates of exchange per hour. Medical buildings and hospitals are usually 12 exchanges per hour. When will an expert be brought in to find out the AER in a variety of locations?

92. Will HVAC/air quality reports be shared with parents and staff?
93. CDC states that windows should be open along with the door propped open. How many high output, low noise fans will each classroom be provided? What is the cost associated with this?
94. Will AC units be installed in all classrooms to ensure the air is circulating and the room stays at a decent temperature for those who are wearing masks?

SCHOOL NURSES AND HEALTH STAFF

95. Will the district be hiring more school nurses, custodial staff, & social workers to support during the pandemic?
96. Will there be a nurse in the building every day? What will screening protocol be for nursing subs in the event that one of our nursing staff is sick?
97. Will there be dual offices for nurses, one to handle Covid symptoms and another to handle first aid and other health issues? Has a plan been made for a containment space in each building for children who need to be isolated due to covid symptoms until they can be picked up by their guardian? Would there be a separate bathroom and staff provided for that isolation space?
98. What would be the best way to handle routine nurse visits (meds, checking blood sugar, mild injuries, headaches) if we are to minimize changing spaces and decrease moving through the building ?
99. Does every student who complains of a Covid symptom get sent home? Do we err on the side of protecting the other students in the building?
100. The use of nebulizers for administration of asthma medications could aerosolize COVID-19. Will the use of nebulizers be prohibited in the health office? If so, how will asthmatic students receive their medications?
101. Some students must visit the health office regularly for medication and some of these students must be escorted due to health concerns (low sugar and the possibility of passing out, for example). Normally a trusted peer/friend is entrusted with this, would this be allowed?
102. Will vision and hearing screenings be paused during the pandemic?
103. Will the State of IL and/or the ISBE guarantee School Nurses will have access to N95 masks and other needed PPE to ensure health and safety as their job requires them to have an increased risk due to direct physical contact with student/staff & body fluids? Who will be responsible to provide "Fit testing" for N95 masks as required for their use to be effective?

QUARANTINE/SELF-ISOLATION

104. How will staff and families be notified when someone tests positive or when there is exposure?
105. What are the quarantine/testing requirements for anyone who has been in contact with someone who tests positive for COVID-19? If I am forced to quarantine, do I have to use my sick days? What if this occurs multiple times and I am out of days as a result?
106. What will the professional expectations be for staff while they are on a 14 day quarantine period? When a teacher has to quarantine for 14 days because a family member is sick, will they be allowed to work from home for a period of time, by way of Zoom meetings, report writing, etc so as to avoid using sick days?
107. When one student tests positive for COVID-19 does that mean the teacher and the rest of the class has to quarantine for 14 days? Does this include all classes that may meet in the same space or only the class with that student? What happens when that student has siblings in the same building or in another building? What happens to the homerooms of all the siblings? Do all students need to be tested before returning to school after an exposure?
108. When one student or teacher tests positive for COVID-19, how long does their meeting space need to be empty or isolated before it can be returned to use?
109. When a student is out for several days after being sent home with symptoms consistent with COVID, will parents be required to provide proof that the child has been tested before we allow them back in the building? When a parent refuses to provide medical documentation, will we presume the entire group has been exposed and then all (students and staff) be required to quarantine?
110. How will it be handled when there are not enough subs to cover classes? In the past, classes would be combined or teachers would be pulled from other duties to act as subs. These practices would now constitute viral loading.

DAILY CLASSROOM ROUTINES

111. Will teachers be required to clean and disinfect classrooms during the school day? If so, how often and who will provide the necessary supplies and what time will be built into the master schedule to account for this?
112. What social/emotional/psychological support and training will be offered to ensure that staff do not allow their own fears of the virus to interfere with being able to offer calm, compassionate redirection in regards to enforcing new procedures?

113. In order to follow social distancing guidelines students will sit in single desk rows, wear masks, and/or have barriers between rows. This will therefore force teachers to revert to direct instruction only. What training will be provided to support teachers in this environment?
114. During class sessions, students often need physical cues or children need to be closer than 6 feet apart. Staff also have to be close to students to read or see their work. How will this be handled to ensure the safety of students and staff?
115. Will teachers still be expected to form guided reading groups when small group instruction is discouraged/not permitted? How will teachers be expected to conduct reading assessments that are usually 1-on-1 in close proximity to observe reading behaviors? Reading conferences? BAS testing?
116. How will teachers or 1:1 aides maintain physical distance guidelines when students need help? If protocol cannot be followed, what additional PPE/guidelines will be provided to protect our staff members?
117. What will be the procedures for staff/student restroom breaks?
118. What will the protocol be for handwashing breaks? How does this look at the middle school vs elementary school? How does this work for classrooms with no sink?
119. What is the procedure when a student sneezes or coughs and other students panic? Will we need to clear the room to disinfect it?
120. When students pretend to cough or sneeze on each other or a staff member, how will this be handled?
121. With the state recommending open windows, how will we ensure the comfort of students/staff as temperatures increase or decrease outside? What protocols will be put in place to reduce distraction for classrooms in close proximity to very outdoor environments? (ie recess areas, or pickup/drop off areas)
122. Will teachers be able to utilize their classroom libraries of shared books? If this is not possible, what supports will be in place?
123. Since students are not allowed to share supplies, who will supply the pencils, when students don't have them? Is it the teacher's responsibility to supply them? Does the teacher then become responsible for disinfecting all supplies? Is handing a supply (ie a pencil or paper) to a student considered "sharing"?

124. Are staff personally responsible for enforcing masks/social distancing while teaching? How will teachers be supported for enforcing guidelines when students -expectedly- have trouble following the new social distancing guidelines and procedures in our classroom?
125. When will classrooms with tables have them replaced with desks?
126. What procedures will be put in place to ensure that materials which go back-and-forth between school and home, such as backpacks, coats, notebooks and lunch boxes, have not been exposed? If these items cannot be stored in lockers or common areas, what is the plan for safely storing them during the school day?
127. What alternatives will be in place for zen zones or calming areas for students who are experiencing anxiety or having trouble calming down when in their own seat?
128. Will teachers be required to collect and grade papers even when they might carry Covid? Will we be required to bring work home to grade even when it could be contaminated? Will the district provide printed supplies to families or will there be a requirement to go paperless?
129. Most teachers have to grade at home because there isn't enough time in the day to complete it in school within the time frame outlined by many administrators. Will parents, students, and administrators be informed that teachers will not be grading hard copies (if allowed) as quickly in order to allow papers to be quarantined?

ARRIVAL AND DISMISSAL PROCEDURES

130. Will there be a staggered arrival/dismissal time for staff so there is less traffic in common areas? Is there scheduled arrival/dismissal time for students? If a staff member has a child at another school, can their arrival/dismissal coordinate with that of their child? How will this be accommodated within new expectations being teachers to arrive and greet students earlier?
131. During arrival & dismissal, hundreds of students will be forced through a few doors. What is the plan for social distancing? How will the district accommodate for the time it takes to complete this task?
132. During Rain/Snow/Extremely Low Temperatures, how will students social distance at arrival, routinely ALL students wait together inside the cafeteria or auditorium until the bell rings? What will the new protocol be and who will supervise?
133. At dismissal, what happens when a parent hasn't arrived? Normally, we take a child to the office and have them call home? What new procedures will be put in place to reduce the number of students entering the office and to ensure office staff safety?

OUTDOOR TIME

134. Will recess breaks or outdoor breaks be allowed?
135. Are teachers allowed to take their classroom outdoors to a dedicated space at a dedicated time to take a mask break?
136. Will children be able to use any shared equipment outside during recess?
137. When recess is indoors due to inclement weather, what will students be allowed to do and how will social distancing be maintained?
138. Will outdoor tents be considered as an alternate place to hold class with better ventilation and protection from sun and rain? If so, when can we expect them to be in place?

LUNCH AND EXTRA DUTIES

139. Staff are extremely concerned about lunch in classrooms. When students and teachers are all eating lunch together, unmasked, and indoors, this defeats the purpose of wearing them all day. How do we make this safe? Will plastic dividers be ordered for lunch when masks are off?
140. What alternative spaces can be used for lunch to negate students taking masks off in the classroom? If no alternative spaces can be found, who will clean after students eat lunch in their classroom at their desks? Where will students physically move to when lunch clean up occurs in the classroom? What will be done with all the garbage from lunch? What about excess liquids from milk cartons?
141. How will we ensure clean surfaces for food allergies after eating in the classroom? What happens when a staff member has a food allergy to a food from the students? How will allergen-free spaces be maintained? Will there be a prohibited foods list?
142. How will lunches be served while maintaining social distancing, including the cafeteria staff?
143. What happens when a student begins to choke, how will CPR be performed safely? Will there be training? If so, when?
144. Who is supervising lunch duty and what is the plan if we have a shortage of volunteers?
145. What is the protocol for cleaning in between lunch periods?
146. Will there only be cold lunches? How will lunches be distributed?

147. Will snack breaks still take place at the elementary classrooms? If yes, what is the procedure for this? If not, how and when will families be informed?

148. If we continue the hybrid model and some teachers are remote instructors, will they be eligible for supervisions and extra duties in person?

MIDDLE SCHOOLS /CONTENT AREA CLASSES

149. What extra precautions will be put into place to support core content teachers at the Middle School. While you are considering A/B cohorts, this still means that these teachers will each be in contact with upwards of 100 students, thus increasing the viral load.

150. How will science labs be handled under social distance guidelines? What support will the district provide for virtual labs and simulations?

151. When staff travel room to room who will sanitize teacher desks and materials in each room between classes? Will time between periods be longer so that staff can gather materials, use the restroom, and get to another room? Will carts of supplies be provided for staff?

152. Will bathrooms have monitors to ensure only X amount of children enter at a time? Who will be responsible for this? How are we monitoring usage and cleaning?

153. Will additional chromebooks be available in the event a student forgets their device, the battery is dead, or it is broken? How will cleaning and disinfecting of these spare devices be handled?

154. Will content area teams be given paid time to collaborate for a possible block schedule or remote learning before the school year starts?

SPECIALS/ELECTIVES

155. How will we get supplies in the hands of our students to provide an equitable, engaging, and robust remote learning experience?

156. What supports will be in place to modify or rewrite curriculums for remote learning? When will training be provided for staff?

157. What will Physical Education classes look like? How will state mandates be adjusted?

158. How do we ensure that all students will be taught specials/non core each week? What support will there be for students who don't show up for remote classes? How will admin support teachers in communicating with families of students who aren't participating?

159. What do grading procedures look like for specials/electives if they will be fully remote?
160. Will libraries in schools be closed? If not, how will we cap the number of students able to enter at times like lunch and before/after school? Will we be required to disinfect any books that are returned? The virus can live on books for 72 hours - how does the district envision disinfecting books? Will libraries be lending out loaner devices? If so, what will the protocol be for disinfecting?
161. How do we ensure that special area schedules are developed district wide and not left to each building principal, in order to ensure that traveling teachers schedules do not conflict?

ELEMENTARY SCHOOLS

162. How will staff teach reading/sounds to kids when students cannot see the teacher's mouth or hear correctly with a mask on? Wouldn't remote instruction be of preference in this scenario? Will specialty masks be provided for educators?
163. When students are not allowed to share materials, does this mean that they can't use book boxes and choose books from a classroom library or collection? Who is responsible for cleaning the books when students are done with them?
164. What will procedures be for shared keyboards in the classroom?
165. Will additional iPads be available in the event a student forgets their device? How do we handle dead iPads? Are we allowed to let students share iPad chargers? Would it be safer to have a 1:1 charging cart?
166. What safety protocols will be created for classrooms that use pods? These staff and students need to walk through another classroom to get to the next, thus increasing their viral exposure.

PRE-K AND KINDERGARTEN

167. How will staff teach reading/sounds to kids when students cannot see the teacher's mouth or hear correctly with a mask on? Wouldn't remote instruction be of preference in this scenario? Will specialty masks be provided for educators?
168. What does the PKP/Pre-K program look like? How will we have 2 groups of students a week when we have AM & PM sessions in early childhood? How do we ensure best practices are kept in mind when planning for this age group?
169. What technology will PKP/Pre-K have access to?

170. Kindergarten has bathrooms in classrooms. How will this be handled?
171. How are the social emotional needs of our youngest learners being met with social distancing in place? How will this affect young students when one of the main purposes of early childhood education is to learn to share and learn social skills?
172. When it comes to younger students, our curriculum is play-based and hands-on. How will play-based learning work? (Blocks, games, manipulatives, puzzles, kitchen, puppets, play-doh, cars, etc) Also, who will be required to clean all these? And how often?
173. PKP/Pre-K, and Kindergarten curriculum depends on daily routines (practicing letters/sounds, building stamina while reading, writing name, subitizing, number recognition, etc.), how will students continue these needed daily routines with only two days of classroom teacher instruction?
174. Pre-K & Kindergarten students need physical assistance to zip coats and take off boots, put on hats and gloves. How can this be done while social distancing? How will the district support teachers as they ask families to practice independent skills and provide age-appropriate clothes like velcro shoes to help promote social distancing?
175. How will teachers stay safe when assisting students with toileting and other personal needs that young children do not have mastered? When students need assistance using the bathroom, what is the protocol for maintaining social distancing?
176. Have early childhood development experts been consulted when planning the Kindergarten/Pre-K schedule? A school schedule for a Kindergartener must look different than that of a 4th grader.

SPECIAL EDUCATION AND RELATED SERVICES

177. How will special education classrooms be run? Many of these students will not be able to wear masks or any PPE and their teachers often provide help with bodily functions including toileting. Will this still be expected even though handling bodily fluids is even more high risk? Are these teachers given hazard pay? How will we support and ensure the safety of these staff?
178. How will the district support ELL and Speech services, knowing the necessity of lip-reading and interpersonal communication for these services? Will special masks with clear windows be provided?
179. When a staff member's responsibility is to provide a direct service to a student (i.e. counseling) and a student is not wearing a mask can the provider refuse to meet with the

student due to concerns of their own safety and well-being? What happens when the related service is indicated in their IEP? Is the provider then being non-compliant with the IEP? How will we support and ensure the safety of these staff?

180. Related service members such as SLPs, ELs, SWs, OTs often see students in groups in order to meet their IEP minutes, however this would undermine cohort groupings. What will be options for meeting IEP minutes when we are unable to group students together due to scheduling? What considerations were given to related services when they are expected to work with any and all students throughout the buildings causing excess exposure? When will more related service staff be hired or will all services be delivered remotely?
181. How will students with IEPs, 504s, or EL students be supported on their opposite day of attendance or virtual learning? Will these students be exposed to the same lessons M/T & Th/F? Many high functioning students will need the support of their resource teacher while the classroom teacher is introducing the skills to the new cohort. Does this small grouping go against the guidance to keep like cohorts together?
182. There are students with IEPs that require teachers to provide seating close to the instructor and other non-socially distant methods of teaching. Will teachers follow this IEP or will those accommodations and modifications be rewritten before September? If we do follow them, how do we ensure the safety of these educators?
183. Will all specialists/support staff still push-in? Will they push-in to multiple classrooms?
184. Will staff be able to opt out of physical contact with children? How can we do this while honoring their IEP?
185. How will social workers and psychologists address the mental health needs of our students in a safe and effective manner while practicing social distancing? How will they do this as the number of students needing assistance increases?
186. What about special education self-contained students who are projected to be mainstreamed for 2-3 periods per day per their IEP in 20-21? It seems that would not be allowed per the guidelines as they would be changing classrooms and exposed to numerous students/teachers. Will the guidelines trump these students' needs for a least restrictive and appropriate educational setting?
187. Many students with disabilities need strict routines to flourish, and may express their dysregulation through physicality, such as punching, biting, spitting, etc. How can we protect them, their peers, and staff?
188. What additional PPE will related service providers receive? IE clear face masks for articulation therapy, face shields, plexiglass dividers, gloves, etc. How will they be protected

when working with students who have Augmentative Alternative Communication (AAC) devices when close proximity to the students is needed to model on their device?

189. What is the plan to support related service providers who have extremely small offices including many without windows?
190. Will related service providers be offering remote services while in the school building in case we are in need for crisis intervention?
191. When all teams are expected to meet on Wednesdays, what will be the expectation for staff that have teams in multiple buildings?
192. When/how will IEP and 504 meetings be held?
193. What alternative teaching methods will Special Educators use in place of small group instruction to maintain social distancing guidelines and when will training be provided?
194. How do we make sure Special Education staff are treated equitably? How do we ensure these staff get their contractual planning time, while balancing remote, 4 day in person instruction, alongside their IEP meetings?
195. What are the new CPI protocols with regard to catching COVID19?

REMOTE LEARNING

196. When will a new remote learning plan be developed for D97? A robust remote learning plan should identify essential standards, what curriculum must be covered daily, time expectations for student engagement, identification of what print materials can be made available for parent pick up (ie. Eureka math books), clear assessment and grading policies.
197. What will the remote learning report card look like at each grade level?
198. When will teachers be given time to plan for remote learning? Will this be paid time?
199. How will the district communicate and provide training for all stakeholders about what to expect during remote learning and how to best support student learning? How will district administration take a proactive stance on protecting teachers from the constant barrage and bombardment of parent emails, questions, concerns, complaints and harassment that occurred during remote learning in the spring?

200. When will staff be provided more training opportunities for how to teach through Seesaw, Canvas, and Google Classroom? What other platforms can be leveraged to provide an engaging learning environment for students?
201. What kind of training will be given for students and parents on how to use devices, as well as their grade specific learning management systems. Who will be responsible for these trainings?
202. What happens when there are power outages or device malfunctions while teaching remotely? How will teachers and students be supported in the event of such an outage? In what ways will the district assist educators in obtaining internet access/service plans that provide better quality for students?
203. Could teachers be in their classrooms, where all their supplies are, to conduct Remote Learning Lessons? Grades K-2 use a lot more manipulatives, visuals, etc. that are kept in the classroom.

TEACHER EVALUATION

204. How will teacher evaluations be handled? Will evaluations be suspended during the pandemic? Or will adjustments be made on the Danielson Model to account for social distance guidelines in the classroom or professional responsibility as it relates to participating in extracurriculars within the building? If evaluations are not completed, how does this impact teachers working towards tenure?

STANDARDIZED TESTS

205. Will state tests be suspended or modified to account for the fact that all curriculum was not covered last year, thus requiring teachers to take time this year to "fill in the gaps" before continuing with the regular curriculum for the grade level?
206. Is it possible that for the duration of the pandemic state testing is suspended and the monies school districts allot for testing be diverted to funding district readiness?

EXTRACURRICULARS

207. If ISBE agrees to allow students to compete in sports, will athletes be mingling with students from other schools? How does this work when we are encouraged to keep students in cohorts that don't mix?
208. Will sports be allowed to begin practices? How will the fall sport seasons be affected? Will there be games and how will it affect busing for away games? Will there be more funding for additional buses when students need to be spread out more on buses? How will indoor sports

like volleyball and basketball be handled for practices and games? Will spectators be allowed? Will seating be marked?

209. Will after school clubs be allowed to run remotely?

210. Will “coaches and club sponsors” get paid if the district decides to not move forward with these clubs?

TRAVEL

211. Will staff/students/families have to tell school personnel when they/members of their household have traveled to Covid hotspots? Will there be a mandatory 14 day quarantine?

212. How will the district monitor when families are quarantining vs. traveling/vacationing?

SUBBING

213. A recent survey in [USA Today](#) found that at least 1 in 5 teachers are unlikely to return in the fall due to Covid-19. How will this shortage and the loss of up to 20% of our current teachers affect teaching responsibilities?

214. Will our district offer more money for substitutes since the risk of infection is high?

215. When will substitute teachers receive training on all new protocols and safety measures as well as orientation? Will it be completed virtually or in person?

216. What will be the procedure when a substitute teacher tests positive for COVID-19 during or after having performed their role in a classroom or multiple classrooms?

MISCELLANEOUS

217. Most Board of Education and Fall 2020 planning meetings have been held via Zoom since the quarantine. When will the BOE meetings return to in person? Will the public be allowed to attend in person? What safety protocols will be put in place?

218. How will events like Back to School Night and parent-teacher conferences be handled?

219. Many teachers and students utilized various free resources during remote learning in the spring. Some of these technologies are no longer being offered for free...How will the district vet, approve, and pay for these resources and quickly roll them out to staff and students?