

District 39 Reopening Guide 2020-2021

October 2, 2020
(Will be Regularly Updated)

Dear Wilmette D39 Community,

We are eager to share our fall reopening plans and the continuum of instructional models that have been developed for the 2020-2021 school year.

I would like to thank the many, many people who gave of their time, talent and expertise over this summer to assist us in developing and refining our Wilmette District 39 fall reopening plans. This was an exceptionally challenging task and a heavy lift for all involved. The planning considerations and decisions that were made were not often easy. Yet, we worked together collaboratively with a pledge to support the health and safety of students and staff while building in-person learning and connection options to the greatest extent possible and remaining devoted to the unwavering commitments set forth at the onset of this planning process. Thank you to all involved in the detailed planning process and to the many who contributed insight and perspective throughout our stakeholder input process.

Our District 39 planning commitments were established early last spring and throughout our planning process we have been guided by an unwavering pledge to honor these commitments. The health and safety of students and staff has remained a priority as we aimed to develop models that will provide in-person learning and connection to the greatest extent possible while abiding by state health and safety guidelines. In order to accomplish this aim, we recognized that our plans must adhere to and comply with the guidelines of the Illinois Department of Public Health (IDPH) and the Illinois State Board of Education (ISBE). Additionally, plans must be flexible enough to implement full in-person learning, partial in-person learning (hybrid/blended), and remote learning in connected ways while providing the opportunity for us to collectively pivot without interruption while maintaining the critical student-teacher relationships that make learning engaging and meaningful.

Given the changing nature of state and federal health guidance for schools amid the COVID-19 pandemic, our continuum of instructional models are specifically designed to ensure robust teaching and learning throughout the school year in connected ways. Adjustments and improvements will continue to be made as we work to ensure ongoing access to robust and meaningful educational services for all students. While we have done our best to detail plans for reopening our schools, we recognize that there will be adjustments and change. Our plans for reopening presented here reflect the assumption that our region will remain in phase 4 of the Governor's Restore Illinois Plan through the opening of school and that guidance from the ISBE and IDPH will not change before the start of school.

Thank you for your ongoing patience, grace and care throughout these challenging times.

Your partner in education,



Kari Cremascoli, Ph.D.
Superintendent of Schools
Wilmette Public Schools District 39

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Fall 2020 Planning Committee

Advisory Task Force

Administrative Council

Board of Education

Guiding Principles for the District 39 Reopening Plan

Fall 2020 Reopening Plans

The Fall Planning Committees, Advisory Task Force and Administrative Council have worked to develop a continuum of instructional models for fall reopening that maximizes in-person learning and connection while adhering to all recommendations for student and staff safety provided by the Illinois Department of Public Health (IDPH), the Center for Disease Control and Prevention (CDC), and the Illinois State Board of Education (ISBE). A review of the D39 Fall Reopening Plans was provided to the community on July 30, 2020 via video and slide presentation. The [reopening video](#) and accompanying [presentation slides](#) offer a summary of the planning process, health and safety guidance, instructional models, and some of the health, safety and school operations logistics that developed as part of the plan. This resource is meant to accompany the [online FAQ document](#), and provides additional detail regarding protocol and procedures. Please review these resources regularly.

Planning Commitments and Goal

The Fall 2020 Planning Committees, Administrative Council and Advisory Task Force aimed to develop a continuum of instructional models and health, safety and school logistics that provide for in-person learning and connection as often as possible, while abiding by health and safety guidelines. The teams' work to accomplish this goal was guided by the following unwavering commitments for fall 2020 reopening of schools:

- Health and Safety of Students and Staff is a Priority
- Flexible and Adaptable Instructional Models Must Be Developed to Provide Consistency and the Ability to Respond without Interruption
- Manageable, Meaningful and Sustainable Teaching and Learning are Critical to Our Ongoing Success
- Targeted and Connected Learning is Our Goal
- Consistency Facilitates Improved Engagement and Alignment Amongst All Stakeholders in Teaching and Learning

In order to accomplish our aim of a return to in-person instruction to the greatest extent possible, plans must adhere and comply with the guidelines of the IDPH and ISBE. Additionally, plans must be flexible enough to implement full or modified in-person learning, partial in-person learning (hybrid/blended), and fully remote learning in connected ways while providing the opportunity to pivot without interruption.

Plans reflect differences for elementary (PK-4) and grades 5-8 based on the different needs at these grade levels. These differences are based on the reality that:

- Needs of students and curriculum at these grades are immensely different,
- Course offerings, instructional structures and teaching licensure vary,
- School buildings and student enrollment at these grade levels are very different and impact planning.

Planning Process

The Fall 2020 Planning Teams, comprising teachers, staff, administrators, parents, students and health experts, worked to develop a continuum of scenarios under which Illinois schools may be allowed to reopen this fall, including scenarios for in-person instruction, hybrid models, and remote learning. Planning teams were organized in three areas: Health and Safety, School Operations and Logistics, and Teaching and Learning. The committee, guided by the unwavering commitments listed above, focused on building plans for in-person student learning and connections as often as possible, while abiding by state health and safety guidelines. Plans were built to focus on flexible and adaptable solutions for different scenarios, while ensuring targeted, connected, meaningful and manageable learning. Plans also have been built to address the health and safety needs of students and staff in sustainable ways.

District 39 relied on scientific research, community feedback, educational and medical expertise, and guidance from state health and education officials while planning a return to instruction for the 2020-2021 school year. Among other thoughtfully considered research and guidance documents, teams established an unwavering commitment to adhere to guidance provided by the following agencies who have responsibility and jurisdiction over the safe operations of our public schools:

- The Illinois Department of Public Health (IDPH)
- The Center for Disease Control and Prevention (CDC)
- The Illinois State Board of Education (ISBE)

The planning teams' work was also informed by the careful consideration of stakeholder input gathered through survey data and other means. The planning team considered survey results offered by more than 4400 parents and families, responses from 791 students in grades 3-8, and responses from 798 teachers, faculty and support staff personnel. Planning Committee Members provided approximately 40 hours each of committee work over the summer, supported by approximately 20 hours of research and meetings from Advisory Task Force Members and countless hours of service from the District 39 Administrative Council.

Ultimately, the goal is to not only try to reopen school this fall, but to try to stay open while ensuring that all students receive robust, targeted, meaningful and connected instruction, whether in-person, hybrid or remote.

Overview of Plan: Video Presentation, Reference Slides and FAQs

Parents and family members are invited to review a presentation of our D39 Fall Reopening Plans. Please watch this [Video Presentation](#) for an overview of our plans. The [Presentation Slides](#) are also provided for your review after watching the video. We recognize that we could not possibly present all plans and protocols within this video and slide presentation. Therefore, a [Frequently Asked Questions \(FAQs\)](#) document has been created and posted. The FAQ document will be regularly updated. Additional information, links and other recorded webinars are available on our [D39 2020-2021 School Year Planning](#) page.

Additional information, reopening guidance, webinars and “boot camp” support videos are available [District 39’s 2020-2021 Families Toolbox](#). This site is also linked on the front page of the [Wilmette Public Schools website](#).

Key In-Person Requirements within ISBE and IDPH Guidance

Planning According to Restore Illinois Phases

In May 2020, Governor Pritzker outlined a five-phased plan to reopen Illinois. This five-phase plan is guided by health metrics, and outlines permissible activities in each phase. Below is a brief description of each phase. According to Governor Pritzker's [Restore Illinois Plan](#), the Wilmette Public Schools District is currently in Phase 4. Wilmette is in [Region 10](#), as defined by the Illinois Department of Public Health. State agencies continue to monitor positivity rates, hospital admissions, and ICU bed use daily, with the understanding that Illinois, or a specific region may need to move to a different phase based on those statistics.

Phase 1 – Rapid Spread: The rate of infection is high or rapidly increasing. Strict stay at home and social distancing guidelines are in place and only essential businesses remain open. Schools are closed, and full remote learning is in place.

Phase 2 – Flattening: The rate of infection among those tested and the number of patients admitted to hospital and ICU beds increases at an ever slower rate, moving toward a flat and even a downward trajectory. Nonessential businesses reopen for curb-side pickup and delivery. Face covering mandates are in place, and outdoor activities are permitted. Schools are closed, and full remote learning is in place.

Phase 3 – Recovery: The rates of infection, hospital admissions, and ICU bed use is stable or declining. Nonessential businesses reopen to the public with capacity limits and safety precautions. Gatherings limited to 10 people or fewer are allowed. Face coverings and social distancing are expected. Schools are closed for most, and full remote learning is in place. Some exceptions may be made for smaller groups of students.

Phase 4 – Revitalization: The 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 (and required within schools and other indoor public facilities). Schools are encouraged to plan for in-person instruction as much as allowable under the ISBE and IDPH guidelines.

Phase 5 – Illinois Restored: With a vaccine or highly effective treatment widely available or the elimination of any new cases over a sustained period, the economy fully reopens with safety precautions continuing. Schools and places of recreation can open with new safety guidance and procedures in place reflecting the lessons learned during the COVID-19 pandemic.

Phase 4: Return to Learn

Illinois is currently in Phase 4: Revitalization. Throughout Illinois, schools are required to adhere to the reopening school guidelines jointly provided by the [Illinois School Board of Education \(ISBE\)](#) and the [Illinois Department of Public Health \(IDPH\)](#). In addition to a myriad of guidelines, the following key parameters are in place to reopen schools within Phase 4:

- Face coverings must be worn within schools
- Plan for physical distancing (6 feet) as much as possible
- Prohibit more than 50 individuals from gathering in one space
- Bubbling or cohort pod planning of students is encouraged to limit student group interactions
- Schools must conduct symptom screenings and temperature checks
- Increased schoolwide cleaning and disinfection must be implemented
- Districts must be prepared to shift between models and to remote instruction, as needed or as guidance changes
- Instructional day must be at least 5 hours (in-person and/or remote)
- Plan must support transition needs back and new wellbeing needs
- In-person learning opportunities are strongly encouraged, especially for younger students and students with special needs
- Five instructional days may be used for planning purposes
- In-Person, Hybrid/Blended, and/or Remote Instruction are permissible in Phase 4, following joint guidelines of the [ISBE](#) and the [IDPH](#)

As seen reflected within this plan, the Wilmette Public Schools District 39 has taken great care to adhere to these guidelines as well as the other prescriptive guidelines provided within the joint [ISBE/IDPH guidance](#) as well as to support safeguards within our community. Health and safety procedures have been developed in alignment with these guidelines and we have also redesigned school operations and logistics to support our implementation. While no plan is perfect, reinforcing a culture of shared responsibility and support in response to the COVID-19 pandemic will help to ensure our community's health and wellbeing as well as the educational excellence which serves as a source of pride for all stakeholders.

Within Phase 4 of the Governor's Restore Illinois Plan, instructional models may include in-person instruction, hybrid or blended models of instruction, and full remote learning. Any of these models may be implemented within Phase 4, provided guidance for health, safety and the provision of educational services are followed.

Critical Requirements for Phase 4 In-Person Instruction and Learning

Mask Wearing

Per the ISBE guidelines, all individuals, including staff and students are required to wear a face covering at all times while in school buildings and on school property, except when eating/drinking, or when outdoors and maintaining a consistent social distance at greater than 6 feet. Staff, parents, legal guardians and/or other individual(s) not wearing a face covering or refusing to wear a face covering will not be allowed on school property. Students not wearing a face covering or refusing to wear a face covering will not be permitted to be in class.

Face coverings must adhere to the requirement of "snug fit around the nose and mouth" for each individual. Families are expected to provide a mask for children attending school in person that snugly covers both the nose and mouth, and that ensures best fit and greatest comfort. A reusable face mask is also being provided by the State of Illinois for every student and staff member. In addition, the District will be maintaining a supply of disposable face masks for students in the event that a student forgets to bring their face mask to school. It is recommended that students bring **three** face masks to school each day. Families of students who plan to return for in-person instruction are encouraged to start practicing wearing the mask at home and while indoors. Select a mask that is comfortable and able to be worn for an extended period of time. Students and staff who are medically unable or refuse to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act, including remote learning.

The Center for Disease Control and Prevention (CDC) recommends that people wear [face masks](#) in public settings and when around people who don't live in your household, especially when other [social distancing](#) measures are difficult to maintain. Face masks should fully cover the mouth and nose and fit snugly against the sides of the face with no gaps. Face masks coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the face mask coughs, sneezes, talks, or raises their voice. This is called [source control](#). [According to the CDC](#), evaluation is ongoing regarding athletic face coverings/neck warmers/gaiter style as source control to protect others from the spray of respiratory particles. CDC does not recommend use of athletic face coverings/neck warmers/gaiter style as a substitute for face masks nor the use of face masks that have valves or vents.

All D39 staff will be provided a reusable face mask and face shield, for an additional layer of protection. A supply of disposable face masks will be kept in each building in the event that a staff member forgets to bring their face mask to school.

Students and staff alike will also be provided personal desk shields for added protection and additional separation for periods of the day such as lunch, water breaks and/or other times as identified by the teacher. During the course of the school day, staff may provide opportunities for

an individual to take a “mask break,” but only if maintaining a strict social distance of 6 feet and refraining from talking.

Social Distancing

Physical distancing across all environments is required. The ISBE/IDPH guidelines require 6 feet of distancing as much as possible across all in-school environments. District 39 has planned classroom arrangements to allow 6 feet of distancing among individuals assigned within a classroom. The district has reduced class sizes to accommodate 6 feet of distancing within all classrooms and across all school environments. Furniture will be arranged in classrooms to accommodate the space. Maintaining social distancing as much as possible will help students and staff remain healthy and well. It is important that students and families practice being aware of and maintaining 6 feet of social distance across all environments to gain an understanding of and comfort level with this approach.

Limiting Group Sizes

The joint guidance of the ISBE and IDPH limits group size to 50 or fewer individuals in any one area. Within our schools this impacts everything from lunchroom procedures to school assemblies, arrival and dismissal procedures, hallways and passing periods, and so much more. Accommodating this restriction has taken some careful planning and adjusting of our school routines.

District 39 has also planned to limit exposure and reduce the risks of transmission to students and staff through application of the CDC-recommended strategy known as “bubbling,” or “pods.” This strategy reduces class size and significantly limits exposure risks by reducing interactions among groups. Each student will be assigned to a homeroom teacher and classroom, along with a small group of peers (bubble or pod group). This group will remain together throughout the entire school day, and from day-to-day, primarily interacting with only this small group of peers. Staff members will be assigned to individual groups, and may move between classrooms for instruction. Students will remain with their same homeroom bubble group, and, for most of their day, remain in the same classroom. Movement throughout the building is limited, and transmission exposure is reduced dramatically.

Symptom Screening

Arrival and dismissal procedures have been altered to accommodate social distancing, and to support symptom checks for all students prior to entering the building. Families will self-certify daily by using a health symptoms checklist. Upon arrival and prior to entering the building, student temperatures will be checked by school staff. Additional information regarding procedures for symptom screening is provided on page 13 of this guide. Symptom screening is a critical feature to keeping our schools, students, and staff healthy and well.

Schoolwide Cleaning and Disinfecting

Schoolwide cleaning and disinfecting will be increased throughout our school buildings and in ongoing ways throughout the day. This includes a regular cleaning schedule for high touch areas

and bathrooms. Special procedures have been designed for cleaning and disinfecting after lunch as well as when virus symptoms might be present. Additional information regarding schoolwide clearing and disinfecting is provided on page 16 of this guide.

Phase 5: Return to Full In-Person Instruction

If Region 10 moves to Phase 5 within the Governor's Restore Illinois Plan or guidance regarding group sizes and social distancing is adjusted, District 39 will transition to a more traditional full in-person instructional model.

Elementary programming will adjust under this scenario to allow for increased group sizes and movement throughout the building, however the instructional day schedule would likely remain intact for the remainder of the 2020-21 school year, due to staffing constraints and planning time requirements.

At Highcrest and Wilmette Junior High, programming will adjust to allow for all students to attend classes in-person on a daily basis. Course assignments and schedules would remain intact. Allowance would be made for movement between classrooms, for courses designated as remote-only within the hybrid model, and for larger group gatherings and lunchtime procedures. Additionally, within Phase 5, extracurricular activities would resume at all schools, adhering to any additional health and safety guidelines that may arise.

Data Sources that Inform Decision-Making

District 39 regularly reviews the data provided by the IDPH, the CDC and the more localized data from the Cook County Department of Public Health. The data that are monitored by the IDPH in conjunction with the Governor's Reopening Plan is crucial and guides our decisions related to phased reopening within that plan. Information and statistical data regarding the phases of the Restore Illinois Plan, including data specific to each region is available. A direct link to [Region 10 data](#) is provided, which is the region including suburban Cook County and Wilmette. Our administrative team currently focuses on the Illinois Department of Public Health's COVID Resurgence Criteria for Region 10. Data is updated regularly, often on a daily basis.

This IDPH criteria calls for greater mitigation steps to be taken when the positivity rate is 8% for a region. However, the administration would consider moving to our ENHANCED full remote model district-wide if the 8% rate is being approached rapidly and/or other local trend data suggest COVID spread in the Wilmette Public Schools community suggests any in-person learning yields substantially greater risk to student, staff, and community health. In the absence of more precise actionable data, the administration will continue to consult with the New Trier superintendents and local health experts regarding such decisions.

Additional data are also helpful and informative. To view COVID-19 data for suburban Cook

County, including case counts by municipality, go to the [Cook County Department of Public Health COVID-19 Surveillance Data Site here](#). For data on COVID-19 deaths by town, please visit the [Cook County Medical Examiner's Dashboard here](#). To find information about current coronavirus cases, tests, and case positivity rates for our community or zip code, you can navigate [here](#) and use the search bar to see Wilmette's data. Data reported here include 7-day case positivity rates (0.7% as of 7/28) and the total cases as a percentage of population within Wilmette (0.7%). These data come from the State Health Department Data, but this site seems particularly easy to navigate in finding our community's specific data. Finally, a good summary of all of these data with interactive links is available on the [Village of Wilmette website here](#). Additional metrics are being explored to further inform decision-making.

School Reopening Guidance

Additional information regarding the Governor's Restore Illinois Plan and School Reopening Guidelines are available through the following resources.

- [Restore Illinois Information from the State of Illinois and Governor's Office](#)
- [Restore Illinois Report: A Public Health Approach to Safely Reopen Our State](#)
- [Restore Illinois Information from the Illinois Department of Public Health \(IDPH\)](#)
- [Illinois State Board of Education \(ISBE\) and the Illinois Department of Public Health \(IDPH\) Joint Guidance for School Reopening](#)
- [Illinois State Board of Education \(ISBE\) for Remote Learning and Transition Considerations](#)
- [The Illinois Department of Public Health: School Guidance](#)
- [The Center for Disease Control and Prevention \(CDC\) COVID-19 Guidance for Schools](#)
- [The American Academy of Pediatrics Guidance for School Re-Entry](#)
- [Harvard University: Summary of Research](#)

Pledge to Support School Community Wellness

We recognize that we are on this journey together, and our collective success relies upon the support and actions of one another. In order to support the health, safety and wellbeing of our students, staff and community at large, we each must commit to maintaining healthy habits, to following the guidance provided to us by health and medical experts, and to supporting one another with kindness and grace in these challenging times. Many of the important lessons we are learning throughout this pandemic include how to adapt, change, and respond in a positive way – in support of one another. We cannot let these challenges prevent us from doing our very best to meet the needs of our students, staff and community at large. Together, we must set the example for our young people and rise up to meet these new challenges while providing them with the confidence, comfort, reassurance and support needed to have the very best experience possible in these important and difficult times in their lives.

As a means of supporting one another and reinforcing the collective responsibilities we all share for the health and wellbeing of our entire school community, we will be working with our staff,

students and families to identify the ways in which we can each do our part to support one another. We are all in this together, and together we will learn and grow. To that end, the following pledges will help us to teach and reinforce expected behaviors with our students.

Healthy Habits Pledge for Elementary Students

I pledge to do my part to keep our community in good health
while I attend Wilmette District 39 Schools.

I promise to be safe, caring, respectful, and responsible
when learning from home or from school.

I promise to check for symptoms everyday.
No symptoms for me! I am on my way.

I promise to wear a mask and
protect our community everyday.

I promise to keep my distance and watch my space,
so that days can be fun in my favorite place.

I promise to wash my hands and sanitize.
I won't share food or my school supplies.

I love my Wilmette classroom-whether from home or at school.
I promise to be safe and follow every rule.

As a student of Wilmette I pledge to show my belief in our motto
that "Together We Learn and Grow."

Healthy Habits Pledge for 5-8 Campus Students

I pledge to do my part to keep our community in good health
while I attend Wilmette District 39 Schools.

I understand I have a role in the fight against COVID-19 and
I promise to follow the new school procedures that will keep us all safe.

I understand that by taking this pledge to keep Wilmette District 39 in good health, I accept
responsibility for myself and my actions and will do my best to prevent the spread of COVID-19.

I understand my responsibilities to wear a mask, wash my hands, and social distance
during the day to keep myself and others safe.

I understand that it is my responsibility to check for COVID-19 symptoms each day before I leave for school to ensure that I am healthy when I attend class in-person.

I understand that there will be times when we will learn from home and in those moments I will do my best to be focused, do all of my work, and be a good student.

Teachers, faculty and staff along with our parent community will be asked to make similar commitments in support of the health, safety and wellbeing of our collective school community.

Instructional Models for In-Person Learning

As we prepare to reopen schools in the fall of 2020, our models for our elementary schools as well as our 5th-8th grade campus offer options for in-person instruction as well as fully remote instruction. While we have recommended specific models for reopening in the fall which adhere to health and safety guidelines for in-person instruction, adjustments toward increased or reduced in-person instruction are available if the Region 10's Phase and/or guidance changes.

Our reopening model for elementary school students allows students to attend in-person schooling Monday through Friday with a modified, shortened schedule. At our 5th-8th grade campus, daily in-person instruction was not possible due to the constraints with physical space, class size, course offerings and overall student enrollment. Therefore, Highcrest Middle School and Wilmette Junior High School will begin the year in a hybrid model schedule where students will alternate in-person and remote learning days. For both age groups, we are also allowing parents to opt for a fully remote learning option, and we have established some enhancements to make this programming more effective, targeted and connected than was possible in the Spring.

Elementary PK-4: Modified In Person

The in-person model recommended for fall reopening of schools within Phase 4 provides for daily in-person attendance with a modified, shortened schedule for our elementary school students.

School-Day Start and End Times

You will notice the school day end times have been adjusted. Students in grades 1-4 will continue to arrive at school around 8:35 and will be dismissed at 2:15 each day. This schedule also applies for students participating in the kindergarten enrichment programs (KEEP39) available at Harper and Central. Homeroom teachers will have concentrated time with students during this shortened day, allowing for teachers to plan and collaborate after student dismissal. Students in half day kindergarten and early childhood will maintain their total time in school, but may have shifted start and end times as noted below.

Students will attend school daily in-person at our elementary schools with the following modified schedule.

- Grades 1-4 attend 8:35 - 2:15
- Kindergarten 8:35 -11:10 morning; 11:50 - 2:15 afternoon; KEEP 39 participants attend through 2:15
- LEEP Early Childhood 9:00 -11:20 morning; 12:10 - 2:30 afternoon
- Full-day Early Childhood 9:00-2:25 (M-TH) 10:55-2:25 (F)

School-Day Schedule

The students will be assigned a time to arrive at school that is close to 8:35 and will be asked to enter a specific door. The purpose of the door assignment is to limit the number of students entering together, reduce travel within the school hallways, and support the processing of self-certification and temperature checks. A staff member will be present to take the temperature of students entering the school. Students will remain in their homeroom classroom for most of their school day, including eating lunch at their desks. The school will offer a cold lunch option for purchase or students may bring a lunch from home. There will be scheduled time for bathroom use, handwashing and movement breaks throughout the day. Early Bird child care will continue but it will look different. Students will be spaced apart in a large space and less collaborative activities will be available. There will be no food permitted during this time. In summary:

Summary of Above:

- Rolling entrance and exit procedure to minimize large groups congregating
- Students will be assigned entrance/exit doors at their building
- Lunch eaten in classrooms or outside
- Students may bring lunch from home or purchase cold boxed lunch
- Breaks in day for bathroom, handwashing, and movement
- Before School child care will be available

Classroom Setup

An important aspect of this in-person model includes limiting between-group interactions by keeping the same students together throughout the day. We refer to this concept as “bubbling.” Students will not be moving to various classrooms throughout the day. The goal is to limit the opportunities students may need to mix with other groups of students and/or common areas as much as possible. Once in the homeroom classroom, the desks will be spaced six feet apart to adhere to social distancing guidelines. In order to maintain social distancing, there will be fewer students in a classroom and less furniture, thereby allowing desks to be spread out. While students will be allowed some movement within the bubble of their own homeroom classroom, movement will be limited and attention should be paid to physical distancing. There will be approximately 16-18 students per in-person classroom, though some are larger or smaller depending on the size of the classroom. To achieve appropriate social distancing within classrooms, a need for additional learning spaces and teachers were required. Therefore we had a need to reassign teachers based on their elementary school endorsements. Large spaces (gym, auditorium, etc.) may be utilized as classrooms as well. When possible, classes may take place outside.

Summary of Above:

- Same group (homeroom) of students to remain together throughout the day as much as possible

- Known as “bubbling” or “cohort pod planning”
- Students will remain primarily in one learning space throughout the school day and movement within the space will be limited
- Individual seating areas will be spaced 6 feet apart, as much as possible, as well as facing in one direction
- Large spaces (gym, auditorium, etc.) may be utilized as classrooms
- Non-essential classroom furniture will be removed
- Classes may occur outside if weather permits

Curriculum and Instruction

When students are in school, the focus of instruction will be on the core academic subject areas of reading, writing, math, science and social studies. There will be some opportunities for specials instruction. At this time, in-person instruction is planned to include weekly instruction for elementary students in art or music, though at a reduced rate to accommodate the modified schedule. Daily Physical Education (PE) will be provided for grades 1-4. Currently, supplemental elementary Spanish, library and technology will be provided remotely through weekly asynchronous grade level lessons and resources for independent practice. In addition to core academics, there will be a focus on social emotional learning, concentrated toward student and teacher connections, as well as student-to-student relationships. Daily WIN, or What I Need, time will continue as we work to address the individual needs of all students.

Summary of Above:

- Focus on core academics: reading, writing, math, social studies/science
- Opportunity for specials instruction
- PE will be held daily
- Community building, Social Emotional Learning (SEL) and Executive functioning skills lessons
- Daily WIN (What I Need)

Sample Schedule for Elementary Students

The elementary schedules reflect the modified school-day schedule, a focus on the curriculum and instruction described above, and the necessary teacher plan time commitments of the teachers’ contract. While finalization of each school’s specific building schedule will depend on final number of sections of in-person classes being offered and the related teaching assignments, draft schedules include a focus on core academics (reading, writing, math, social studies and science), opportunity for specials instruction once per week, daily Physical Education (PE) and a daily What I Need (WIN) period along with time for community building, Social Emotional Learning (SEL), and Executive functioning skills lessons.

The following is a sample schedule for elementary school students.

SAMPLE TIMEFRAMES	Sample Schedule
8:35	Arrival
8:45	SEL (30 minutes)
9:15	ELA (90 minutes)
9:45	
10:15	
10:45	PE (20 minutes)
11:15	Art/Music/SS/Science (30 minutes)
11:45	WIN (30 Minutes)
12:15	Lunch
12:45	Recess
1:15	Math (60 minutes)
1:45	
2:15	Dismissal

Special Education and Related Services

Students who are eligible to receive special education services will receive instruction and services consistent with their IEP, although there may be adjustments to the location in which services are delivered to better protect students and staff. For some students, inclusion opportunities may be adjusted via an IEP meeting or amendment to address individual student needs given the changing landscape of general education. Content-specific instructional support services may be provided within the general education setting and/or a special education classroom environment to limit teacher contact with multiple classrooms. Related services may be provided in-person, synchronously, or through a combination. Decisions regarding students with IEPs will be individualized as needed. Please see the section below for additional information on special education and related services.

504 Accommodation Plans

Most 504 plans contain accommodations that can be provided whether we are in a remote or in-person setting. Students with 504 plans are entitled to the accommodations in their plan, and this will be considered as teachers are planning and providing instruction.

English Learners

Students who are English Learners are entitled to services and will receive their supports and services consistent with their needs. Services may be provided in-person, synchronously, asynchronously, or through a combination. EL teachers will continue to provide support to families regarding the educational process and student progress throughout the school year.

5th-8th: Hybrid Alternating Days

The in-person model recommended for fall reopening of schools within Phase 4 guidelines is a hybrid model for in-person instruction. In this model, students alternate in-person attendance with remote learning days. Students attend in-person learning for at least 2 days within a typical week of instruction, with the remaining days planned for remote learning. The district continues to explore the most effective use of the 5th day of instruction. This fifth day of instruction will be provided on Mondays in order to set the stage for the week with all students.

Basic 5-8 Structure

Students participating within the in-person hybrid model of instruction will attend school in-person at least two days per week, and will participate through remote learning the remaining days of their week. Students will be assigned to either an “A” group or a “B” group for alternating day scheduling purposes. Every effort will be made to assign siblings within the same household to the same group. Mondays may be designated as alternating group in-person attendance or as remote learning days for all students. On Tuesdays and Thursdays, the “A” group of students will attend in-person while the “B” group of students will participate remotely. On Wednesday and Friday, the opposite will occur, with the “B” group of students attending in-person while the “A” group of students will participate remotely.

A monthly schedule will be provided to parents and students once group assignments are established.

School-Day Start and End Times

Start and end times for HMS and WJHS will continue to remain as typically scheduled.

- Highcrest Middle School 8:50 AM - 3:35 PM
- Wilmette Junior High School 8:25 AM - 3:10 PM

Hybrid School-Day Schedule

In-Person Days

Students attending in person will follow the typical 9-period day, with a 25 minute homeroom

period to start the day. This homeroom time occurs daily, and has been extended from the typical schedule to allow for increased SEL and community building activities. In accordance with placement bubble groups, students will primarily remain within the homeroom classroom throughout the day, with the same small group of students. Additional breaks will be scheduled throughout the day for washroom use, handwashing, mask breaks, and movement.

The hybrid, in-person school day schedule includes:

- Maximization of in-class time for robust, targeted instruction
- Class sizes that allow for small group focused study
- In-person Creative Arts and PE
- World Language instruction delivered remotely while students are on-campus, accompanied by regular opportunities for in-person small group instruction
- In-person Academic Strategies
- Daily opportunities for WIN (intervention) as determined by the teaching team

HMS SAMPLE IN PERSON SCHEDULE			WJHS SAMPLE IN-PERSON SCHEDULE		
TIME	PERIOD	SUBJECT / CLASSROOM	TIME	PERIOD	SUBJECT / CLASSROOM
8:50 - 9:15	HR	HOMEROOM/ RM. 160	8:25 - 8:50	HR	HOMEROOM/ RM. 160
9:17 - 9:55	1	PE/OUTSIDE	8:52 - 9:30	1	MATH/RM. 160
9:57 - 10:37	2	MATH/ RM. 160	9:32 - 10:12	2	SCIENCE/RM. 160
10:39 - 11:19	3	SCIENCE/ RM. 160	10:14 - 10:54	3	PE/OUTSIDE
11:21 - 12:01	4	LUNCH/ RM. 160	10:56 - 11:36	4	CREATIVE ARTS/CAFETERIA
12:03 - 12:43	5	SOCIAL STUDIES/RM. 160	11:38 - 12:18	5	WRITING/RM. 160
12:45 - 1:25	6	CREATIVE ARTS/CAFETERIA	12:20 - 1:00	6	LUNCH/RM. 160
1:27 - 2:07	7	ELA/ RM. 160	1:02 - 1:42	7	READING/RM. 160
2:09 - 2:49	8	ELA/ RM. 160	1:44 - 2:24	8	SOCIAL STUDIES/RM. 160
2:53 - 3:35	9	WORLD LANGUAGE/RM. 160 OR ACADEMIC STRAT./RM. 260	2:28 - 3:10	9	WORLD LANGUAGE/RM. 160 OR ACADEMIC STRAT./RM. 260

Remote Days

Students participating remotely within the 5-8 hybrid model will follow a typical 9-period day, with a 25 minute homeroom period to start the day. Homeroom occurs daily and has been extended from the typical schedule to allow for increased SEL and community building activities. Students on remote learning will attend homeroom synchronously (live). Students will have the same start and end times as in-person days, and will participate synchronously and asynchronously throughout the instructional day. Attendance will be monitored through formal procedures throughout the day in homeroom and in synchronous classes.

In addition to homeroom, students will have at least two additional required synchronous opportunities to connect virtually with a teacher or staff member throughout their day. World Language and Academic Strategies will be held synchronously, and all students will have an end-of-day check-in period where they will meet with a staff member virtually. While not necessarily live instruction, synchronous learning will take place in all classes. This may be in the form of monitoring work completion through tools such as online discussions, exit slips, reflection on learning, quizzes, and more. This will ensure that the students stay on-task during every class period, and spend the class time allotted for each class on their work. The remote schedule reflects a break for lunch, paired with asynchronous PE and fitness activities.

The hybrid, remote school day schedule includes:

- Follow 9-period day schedule
- Daily homeroom (live for all)
- Start and end times consistent with in person learning
- Attendance monitored through formal procedures during synchronous classes
- Multiple required synchronous opportunities throughout the day
 - Synchronous homeroom
 - Synchronous World Language or Academic Strategies
 - Synchronous end of day check in
- Utilization of various tools such as exit slips, completion monitoring, online discussions, reflections on learning or learning quizzes to ensure students remain on task
- Break for lunch
- Asynchronous PE/fitness activities

HMS SAMPLE REMOTE SCHEDULE			WJHS SAMPLE REMOTE SCHEDULE		
TIME	PERIOD	SUBJECT	TIME	PERIOD	SUBJECT
8:50 - 9:15	HR	HOMEROOM	8:25 - 8:50	HR	HOMEROOM
9:17 - 9:55	1	WORLD LANGUAGE OR ACADEMIC STRAT.	8:52 - 9:32	1	MATH
9:57 - 10:37	2	MATH	9:34 - 10:14	2	SCIENCE
10:39 - 11:19	3	SCIENCE	10:16 - 10:56	3	WORLD LANGUAGE OR ACADEMIC STRAT.
11:21 - 12:01	4	LUNCH / PE	10:58 - 11:38	4	CREATIVE ARTS
12:03 - 12:43	5	SOCIAL STUDIES	11:40 - 12:20	5	WRITING
12:45 - 1:25	6	CREATIVE ARTS	12:22 - 1:02	6	LUNCH / PE
1:27 - 2:07	7	ELA	1:04 - 1:44	7	READING
2:09 - 2:49	8	ELA	1:46 - 2:26	8	SOCIAL STUDIES
2:53 - 3:35	9	END OF DAY CHECK IN	2:28 - 3:10	9	END OF DAY CHECK IN

Classroom Setup

In the hybrid model, students attending in-person instruction will spend the majority of their day within their homeroom “bubble” and classroom with the other students in their group assigned to their homeroom. Therefore, students will typically interact with approximately 11-12 students within their homeroom class bubble during in-person instructional days. We have worked to reduce class sizes to accommodate social distancing of six feet, and the A/B hybrid schedule provides for the in-person attendance of approximately 11-12 students within each classroom. Students will remain within their homeroom classroom for most of their core instructional day. Students will move out of their homeroom classroom to outdoors for PE, and for their creative arts class, which will take place in a larger area. As movement is important, core classes may also take opportunities to go outside for instruction in specific locations.

Students will move with their bubble to large spaces for their creative arts class. While they will attend this class with another bubble group of approximately 11-12 students, they will be assigned seating within the large space based on their bubble group. This allows students a movement break and another change of environment during their in person instructional day. In larger spaces distance is able to be maintained at 6 feet of distance, while allowing students to stay with their respective bubble.

Physical education courses will take place outside, as weather permits. Students will attend PE classes with their bubble group, and will join another bubble group for PE instruction. Each group will be assigned designated spaces, and would only interact with students within their own bubble for activities. When outside for PE, students will be able to move around in a socially distanced manner, and provided they are more than 6 feet distanced, they may take a mask break.

In some cases, students take classes such as accelerated math, instructional reading, writing, or math, or New Trier math. For these classes, we are working to assign students in their bubbles as much as possible through placement; however, there may be some instances where students may mix with students from another bubble. In these cases, we will work to utilize larger spaces so we are able to keep bubbles separated and in their own unique spots.

Summary of Above:

- Students remain primarily in one learning space throughout the school day
- Movement within each space will be limited
- Desk/Tables spaced 6 feet apart, facing in one direction
- Large spaces (gym, auditorium, etc.) used for larger groups (i.e. creative arts)
- In person PE held outside
- Classes may occur outside if weather permits
- Course schedules are maintained if the instructional model changes

Curriculum and Instruction

Students will follow a typical 9-period day, and will have a daily 25 minute homeroom. The focus during in-person instruction will be on robust, targeted learning, and the opportunity for focused study in small groups. The hybrid model allows teachers to target skills needed toward the students in their class on that day, allowing for growth and extension opportunities. All core content courses and levels will be provided. Creative arts course classes will be assigned by homeroom, as the elective structure does not lend itself to bubbling of students.

Creative arts and PE classes are scheduled in-person when students are in the building. World Language classes will be held while students are on-campus, and the instruction will be delivered remotely due to the requirement for separation into bubbles for instruction. While this is the case, we are exploring opportunities for in-person instruction through placement and clustering of students. Options for Instrumental Music and Choir are still being planned. Daily opportunities for WIN (intervention) support are available during the World Language period (in-person) and during the remote days all students will have a regular period for checking in, asking questions, and ensuring their learning is progressing. Academic Strategies will take place in-person in small groups.

Summary of Above:

In-person curriculum and instruction includes:

- Maximization of in-class time for robust, targeted instruction
- Daily homeroom focused on SEL and community building
- Class sizes to allow for small groups and focused study
- In person Creative Arts and PE
- Remote World Language, delivered while on-campus. Opportunities for in-person small group instruction
- Academic Strategies
- Daily opportunity for WIN (intervention) as determined by teaching team

Remote curriculum and instruction within the hybrid model will include the following:

- Daily synchronous/live homeroom focused on SEL and community building
- Multiple live/synchronous opportunities during the day aligned with 9-period schedule
- Synchronous World Language classes
- Asynchronous PE lessons to include fitness and health activities
- Synchronous Academic Strategies
- Daily required check-ins with staff members to support instruction and time management

Special Education and Related Services

Students who are eligible to receive special education services will receive instruction and services consistent with their IEP, although there may be adjustments to the location in which

services are delivered to better protect students and staff. For some students, inclusion opportunities may be adjusted via an IEP meeting or amendment to address individual student needs given the changing landscape of general education. Content-specific instructional support services may be provided within the general education setting and/or a special education classroom environment to limit teacher contact with multiple classrooms. Related services may be provided in-person, synchronously, or through a combination. Decisions regarding students with IEPs will be individualized as needed. In addition to reviewing the section below for additional information on special education and related services, the following is provided.

- Students in grades 5-8 with complex needs may attend daily (e.g., students in the Comprehensive Needs Program or Therapeutic Intervention Program)
- Students at the 5-8 level will follow the 9-period day and receive the services outlined in their IEP.
 - Co-taught, instructional, and academic strategies will occur as usual
 - All decisions regarding students will be individualized as needed
 - For some students, inclusion opportunities may be changed via an IEP meeting to address individual student needs given the changing landscape of general education

504 Accommodation Plans

Most 504 plans contain accommodations that can be provided whether we are in a remote or in-person setting. Students with 504 plans are entitled to the accommodations in their plan, and this will be considered as teachers are planning and providing instruction.

English Learners

Students who are English Learners are entitled to services and will receive their supports and services consistent with their needs. Services may be provided in-person, synchronously, asynchronously, or through a combination. EL teachers will continue to provide support to families regarding the educational process and student progress throughout the school year.

ENHANCED Full Remote Instructional Model: Improvements from Spring

The District 39 ENHANCED Full Remote Instructional Model reflects significant improvements and adjustments from the spring version of remote learning. This model is available for those who select this as their semester-long enrollment commitment for their child. In addition, this model will be implemented if the region falls back into Phase 3 of the Governor's Restore Illinois Plan and/or if in-person classes must be canceled for an extended period of time (e.g. an entire classroom or school must quarantine). In either case, we recognize that consistency in expectations and services is key within a fully remote environment.

District 39 staff, administrators and families all agree that consistency in the following focus areas is key in a full remote learning model

- Instructional Tools & Expectations
- School Day Schedule
- Curriculum and Assessment
- Special Education
- Support for D39 Families (Detailed within separate section below.)

Instructional Tools and Expectations

Families and students can expect consistent daily agendas/schedules, a combination of daily synchronous and asynchronous lessons or learning activities, and the consistent monitoring of attendance and work completion. To support the important partnership between home and school, these expectations will be clearly communicated to students and families. Zoom will be used as the consistent video conferencing tool and a device will be provided to students in grades 1-8. Seesaw and Schoology will be used as a learning management tool for elementary students and grades 5-8 students respectively.

- Learning management tool SeeSaw (PK-4) and Schoology (5-8)
- Video Conferencing Tool - Zoom
- Student Device - iPad/Chromebook
- Consistent Daily Agenda
- Daily synchronous lessons with synchronous expectations clearly communicated to students and families (2.5 hours minimum synchronous instruction, per ISBE)
- Daily asynchronous lessons and activities
- Attendance monitored and tracked
- Work completion monitored and grades will be provided

School Day Schedule

In order to be able to maintain consistency throughout the school year, the school day schedule is designed to pivot from any of the three structural models -- Modified in-person, Hybrid, and Remote Learning.

Elementary PK-4th

At elementary schools, the same schedule that was [shared previously](#) will be followed in ENHANCED Remote Learning. According to ISBE guidance, there will be daily synchronous opportunities: one and a half hours for Pre-Kindergarten and Kindergarten and two and a half hours in grades 1-4. These daily synchronous learning opportunities will focus on community building, reading, writing, mathematics, social studies/science, and time set aside to support students either academically or emotionally as needed. Asynchronous time will provide opportunities such as much needed movement breaks, time to independently apply learning and practice skills, or view a pre-recorded lesson in preparation for a small group discussion. In addition, physical education class and related arts (specials) classes will be provided synchronously as well as asynchronously.

*Details of the PreK-4th Grade ENHANCED **Full** Remote Schedule*

- Same schedule as Modified In-Person
 - AM LEEP - 9:00 - 11:20
 - PM LEEP - 12:10 - 2:30
 - AM Kindergarten - 8:35 - 11:10
 - PM Kindergarten - 11:50 - 2:15
 - AM Kindergarten + KEEP 39 - 8:35 - 2:15
 - Grades 1-4 - 8:35 - 2:15 pm
- Daily agenda delivered consistently
- Daily - Synchronous: PK-K (1.5 hrs); 1-4 (2.5 hrs)
 - Community Building
 - Reading, Writing, Mathematics
 - Social Studies/Science
 - What I Need (WIN)
- Daily - Asynchronous: PK-K (50 min.); 1-4 (2.5 hrs)
 - Practice and reinforcement of skills
 - Independent work connected with synchronous instruction
- Daily - Synchronous/Asynchronous
 - Physical Education
- Music and Art will continue to be offered based on rotation
- Scheduled movement breaks between classes

The following is a sample schedule for elementary school students.

SAMPLE TIMEFRAMES	Sample Schedule
8:45	SEL (30 minutes)
9:15	ELA (90 minutes)
9:45	
10:15	
10:45	PE (20 minutes)
11:15	Art/Music/SS/Science (30 minutes)
11:45	WIN (30 Minutes)
12:15	Lunch
12:45	Recess
1:15	Math (60 minutes)
1:45	

Grades 5-8

For grades 5-8, if families choose the full ENHANCED remote option instead of the hybrid option, students will follow the remote schedule as seen below.

HMS SAMPLE FULL REMOTE SCHEDULE			WJHS SAMPLE FULL REMOTE SCHEDULE		
TIME	PERIOD	SUBJECT	TIME	PERIOD	SUBJECT
8:50 - 9:15	HR	HOMEROOM	8:25 - 8:50	HR	HOMEROOM
9:17 - 9:55	1	WORLD LANGUAGE OR ACADEMIC STRAT.	8:52 - 9:32	1	MATH
9:57 - 10:37	2	MATH	9:34 - 10:14	2	SCIENCE
10:39 - 11:19	3	SCIENCE	10:16 - 10:56	3	WORLD LANGUAGE OR ACADEMIC STRAT.
11:21 - 12:01	4	LUNCH	10:58 - 11:38	4	CREATIVE ARTS
12:03 - 12:43	5	SOCIAL STUDIES	11:40 - 12:20	5	WRITING
12:45 - 1:25	6	CREATIVE ARTS	12:22 - 1:02	6	LUNCH
1:27 - 2:07	7	ELA	1:04 - 1:44	7	READING
2:09 - 2:49	8	ELA	1:46 - 2:26	8	SOCIAL STUDIES
2:53 - 3:35	9	PE/Health	2:28 - 3:10	9	PE/Health

Pivot to District-Wide ENHANCED Full Remote Instruction For All

At the elementary level, it is important to note that if we are required to pivot to ENHANCED full remote instruction for all students for an extended period of time, students would follow the same schedule as they follow during Modified In-Person learning, as shown above.

At the 5-8 level, the in-person schedule times will change. The eight classes a student attends on their typical day will be spread over two days, and each class will be an hour and fifteen minutes in length. Each class is held synchronously, exceeding the minimum of 2.5 hours of synchronous instruction required by ISBE guidelines. Asynchronous work will supplement the synchronous time. Homeroom will continue to be held daily, and breaks for lunch and movement will be added in. Examples of this are listed below.

Details of the 5th-8th Grade ENHANCED Full Remote Schedule

- Same start times as in-person and hybrid learning
- Daily agenda posted on Schoology
- Daily homeroom
- Eight class periods spread over two days
- 1.5 hours of instruction per class period
- At least 2.5 hours of synchronous instruction supported by 2.5 hours asynchronous independent work and instruction throughout each day

HMS FULL REMOTE BLOCK SCHEDULE FOR ALL STUDENTS				
BLUE DAY			GOLD DAY	
8:50 - 9:10	Homeroom		8:50 - 9:10	Homeroom
9:20 - 10:35	Period 1		9:20 - 10:35	Period 6
10:45 - 12:00	Period 2		10:45 - 12:00	Period 7
12:00 - 12:40	LUNCH		12:00 - 12:40	LUNCH
12:40 - 1:55	Period 3		12:40 - 1:55	Period 8
2:05 - 3:20	Period 4/5		2:05 - 3:20	Period 9

WJHS FULL REMOTE BLOCK SCHEDULE FOR ALL STUDENTS				
BLUE DAY			WHITE DAY	
8:25 - 8:45	Homeroom		8:25 - 8:45	Homeroom
8:55 - 10:10	Period 1		8:55 - 10:10	Period 5/6
10:20 - 11:35	Period 2		10:20 - 11:35	Period 7

11:35 - 12:15	LUNCH		11:35 - 12:15	LUNCH
12:15 - 1:30	Period 3		12:15 - 1:30	Period 8
1:40 - 2:55	Period 4		1:40 - 2:55	Period 9

Special Education and Related Services

In the Enhanced Full Remote Instructional Model, special education services will be delivered virtually by special education staff in addition to the general education programming that is specified by each student's IEP. Special education staff will connect regularly with students to support their ability to access and engage in remote learning and address their IEP goals. Consistent schedules will be developed to facilitate engagement, and educators will provide services through live, synchronous sessions and asynchronous assignments that are consistent with each student's IEP. When a student has goals that cannot be addressed in a remote learning environment, the IEP team will work together to modify or adjust those goals to address components that are accessible remotely. For our 5-8 students, they will follow the block schedule described above and will work with their LBS during regularly scheduled class periods.

504 Accommodation Plans

Most 504 plans contain accommodations that can be provided whether we are in a remote or in-person setting. Students with 504 plans are entitled to the accommodations in their plan, and this will be considered as teachers are planning and providing instruction.

English Learners

Students who are English Learners are entitled to services and will receive their supports and services consistent with their needs. Services may be provided in-person, synchronously, asynchronously, or through a combination. EL teachers will continue to provide support to families regarding the educational process and student progress throughout the school year.

Improvements and Enhancements

District 39 is taking proactive steps to provide the best learning environment for all students. Our Enhanced Remote Learning Program is no different and we are excited for the improvements and adjustments we have made to enhance the programs and services to our students in remote learning. We have planned for implementation of the following enhancements within the fully remote program.:

- Weeklong professional development and training, with a focus on remote instructional practices and engagement for our teachers assigned to teach within the Enhanced Fully Remote Program
- Consistent daily agendas/schedules, a combination of daily synchronous and asynchronous lessons and learning activities, and the consistent monitoring of attendance and work completion.
- Regular, daily synchronous lessons provided (minimum of 2.5 hours of synchronous instruction daily)
- Zoom use as the consistent video conferencing tool and a device will be provided to students in grades 1-8
- Dynamic Scootpad interactive tool to support learning, academic practice and targeted skills development across content areas
- Enhanced instructional approaches to support effective instruction as well as student engagement and learning
- Teachers providing feedback to students on assignments, projects, and assessments via the following formats — orally, written and/or recorded. This feedback will help families and students understand how to improve or what they have done well
- Teachers will teach students routines to follow in each of the content areas that promote skills like following directions, listening, staying organized and more
- Lessons to promote social emotional well-being and interventions when students need more assistance. If a child requires more specific attention, specialists like social workers will be informed and available to assist.
- Daily attendance will be monitored closely by the teachers. For each synchronous session, the teacher will make note of who was present and who was not with regular communication if assignments are not turned in to the teacher.
- Most teachers teaching from on-site classrooms, unless the region reverts to Phase 3 or other special circumstances exist

Assessment, Grading, and Reporting

Assessment

The district will return to its traditional assessment practices to assess student readiness and performance. Both in-person and ENHANCED full remote instruction will incorporate assessment practices that were in place prior to the shift to remote learning in March. Teachers may use formative and summative assessment in both formal and informal ways to assess and report on student progress.

With regard to standardized assessment, the district plans to administer NWEA-MAP assessment to students whether the student is attending school in-person or remotely. In addition, the district is exploring options for conducting in-person and remote assessment via AIMSweb. The district awaits guidance from the ISBE regarding state-mandated accountability assessments; however, the district expects to be required to administer these assessments in some format in the spring of 2021.

Grading and Report Cards

The district will return to District 39's grading practices for completion of assignments, assessments, and other classroom learning tasks. This applies to in-person instruction as well as remote learning. In accordance with District 39's standards-based grading philosophy, assessment, grading, and academic reporting are based on students demonstrating understanding or mastery of expected grade level knowledge and skills.

Special Education and Related Services

The disruptions in routine and traditional instructional activities have been very difficult for our students with special needs. District 39 teachers and related services personnel have been thoughtfully considering how to best address the unique learning needs of students with IEPs in all of our potential educational models. Most importantly, student needs will be addressed individually and in a case-by-case manner, in keeping with the understanding that IEPs and student needs are highly individualized. In all situations, we will work with parents and families to ensure that we are providing an appropriate educational experience consistent with each child's IEP. District 39 is committed to providing students with disabilities a free and appropriate public education. Additionally, the district is committed to maintaining regular contact between students and special education staff, a focus on addressing student goals, and the need to individualize services.

Students with disabilities will receive the services outlined in their IEP. These services will be provided in-person or synchronously to the greatest extent possible, while some services will be delivered asynchronously. IEP goals will be individually assessed by the IEP team to determine how best to deliver services and supports. Related services may be delivered in-person or remotely, even for those students who attend school in-person, in order to minimize the crossing of groups and potential exposure.

Instructional Models

At the **5-8 level**, students enrolled in the **hybrid model** will follow the regular 9 period day. When they attend in-person, students will see their LBS during their regularly scheduled class periods. If students are on a remote day as part of the hybrid model, LBSs will check-in remotely. Students in grades 5-8 who require services that can only be delivered in-person may have the opportunity to attend school daily during the hybrid model (e.g., students in the Comprehensive Needs Program or Therapeutic Intervention Program). Students may receive their related services on remote days, or on in-person days either in-person or virtually while in-person.

At the **K-4 level**, students enrolled in the **modified in-person model** will see their LBSs on a regular schedule, consistent with their IEP and goals. To limit the exposure of students and staff, there may be changes to the way that services are delivered (e.g., push-in services may be changed to pull-out; paraprofessionals may support push-in times in lieu of LBSs pushing into multiple classrooms). These changes will be discussed via an IEP meeting. Related services may be delivered in-person or remotely, even on school grounds, in order to best meet the needs of the student and in order to protect staff and students from exposure.

For students choosing the **enhanced remote model**, all services will be delivered remotely. Services will be provided through a combination of synchronous and asynchronous methods, and a remote learning plan will be developed to guide special education instruction and related services. Students will receive their educational services (general education instruction, special education services, related services) from a team of educators working with students who have chosen the remote learning model.

Preschool services in the Lechner Early Education Program will be delivered through a modified in-person model. Students will be expected to wear face coverings throughout the entire school day and maintain 6 feet apart. Related services may be provided in-person or via teletherapy (if appropriate) to minimize the exposure of students and staff. If the district moves to remote programming, instruction will focus on IEP goals and related services. Start and end times have been adjusted to facilitate a safe entry into the school building.

- Morning Sessions: 9:00 - 11:20
- Afternoon Sessions: 12:10 - 2:30

Related Services

Many of our students receive related services such as speech therapy, occupational therapy, and physical therapy. Because our therapists see many students from multiple classrooms and grade levels across a week, and sometimes in different schools, we must balance student and staff safety and the risk of exposure with how to deliver these essential services.

Some services will be delivered in-person, and other services will be provided virtually even when on school grounds. This is to protect the health and safety of everyone, especially when services may be better provided with masks off, for example, certain forms of speech therapy. Building administrators are working on the logistics related to how these services are provided, and they will look different in different buildings. These decisions will be made based on individual student needs and goals.

Inclusion

For most students, their participation in general education classrooms will not change. Students will be assigned to a general education homeroom class with supports and services delivered as described above. For some students, inclusion opportunities may need to change to meet student needs given the changing landscape of general education. PE will allow for increased movement and opportunities for mask breaks (provided more than 6 ft. of distance and outside), while other classes will require strict adherence to PPE, largely stationary instruction, and strict social distancing. Virtual inclusion could provide additional opportunities and would allow special education staff the opportunity to work with students to enhance their ability to engage with virtual instruction, which will facilitate engagement in the event that all services must be delivered remotely. To limit exposure for staff and students, related services may be delivered

in-person or remotely, regardless of whether the student is in-person or on a remote day.

The in-person models balance the issues of staff and student safety, and it is a delicate balance. There is an emphasis on limiting the exposure of students and staff to the greatest extent possible, while still providing meaningful educational opportunities and the necessary special education supports, services and programming to support the students' meaningful progression through learning goals and standards. Teams will plan for inclusive opportunities with proper safety protocols in place. We encourage open communication among parents, teachers, IEP team members, and building administration regarding student's unique programming needs and services.

IEP Meetings

As we work to maintain a safe learning and working environment for all students and staff, meetings will be held virtually to limit the number of individuals entering a building, promote social distancing and reduce transmission risks. In addition, due to the limited availability of rooms large enough to accommodate IEP and 504 teams while socially distancing, remote/virtual meetings provide the opportunity for all team members to attend and meaningfully engage in the meeting. Family members and private providers will not be allowed within our schools and thus will participate in the meeting from home. If this is not possible for a family member due to technology limitations, a few spaces at the MEC will be made available wherein a family member could access district technology to support their virtual participation in the meeting.

Screening, Evaluations and Reevaluation Procedures

School psychologists and related services staff will develop options and testing protocols for in-person and remote testing. In some situations, remote assessment may not be possible and we will work with families to develop assessment plans that are reliable and valid and allow the student and staff member to feel safe throughout the process. Teams will prioritize areas of evaluations that were not able to be completed in the spring. Screenings will be appointment-based and will involve highly structured staff interaction.

Face Coverings/Masks for Students with Special Needs

We understand the unique needs of our youngest students and our students with more comprehensive special needs. It is important to note that wearing a mask in school is an essential skill at this time. We will work with students and families to increase the time a student can tolerate his/her mask, but we can not compromise safety. It is important for families to work on these skills prior to the start of school; it is essential that the first time a student is asked to wear a mask is not the first day of school. The IEP team will problem-solve how to increase a student's tolerance for PPE and maintain safety for all involved (students and staff members).

The team may need to explore other service delivery options if students are unable to comply with the health and safety measures required by the Illinois State Board of Education.

Health and Safety Considerations

Links to Useful Information

Below are some useful resources which offer information for how to keep oneself and others safe as well as address some frequently asked questions from the Illinois Department of Public Health (IDPH) and the Center for Disease Control and Prevention (C

- [Symptoms of Coronavirus](#)
- [Covid-19 Exclusion Guidance for Quarantine](#)
- [D39 Family Response to Illness Instructions](#)
- [Use of Masks/Face Coverings](#)
- [How to Safely Wear a Mask](#)
- [Your Health and COVID-19](#)
- [FAQs for Schools from IDPH](#)
- [District 39 Frequently Asked Questions](#)
- [District 39 Reopening Parent Toolbox](#)

Daily Home Symptom Screening Certification

Families will be asked to [certify daily](#), before a student is sent to school, that the student is free from any currently [known symptoms of COVID-19](#), such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or diarrhea. Parents are asked to review symptoms daily, and with a signature, testify that their child does not have a new onset of these symptoms, has not traveled to a state or country that requires quarantine, and is able to attend school.

A student may not enter the building until the certification process and temperature check is completed. Individuals who exhibit symptoms *after* arriving at school will be referred to the school nurse for further evaluation. If symptoms are evident, the individual will be quarantined and parent/guardian will be contacted for immediate pick-up. (See descriptions of steps provided below on pages 40-46.) The symptomatic individual will be asked to reach out to their personal physician or medical provider for consultation regarding evaluation, treatment, and information. If a student/family forgets to self-certify, that student will not be able to enter the building until this process is complete and may be seen by the school nurse for evaluation/follow-up. (On Friday, 9/10/20, the IDPH updated guidance on exclusion and symptom screening. While the symptoms to look for are generally the same, the guidance calls for indication of “new onset” symptoms. The self-certification form has been updated to reflect this adjustment.)

1. Parents will be required to screen for COVID-19 symptoms each morning prior to students leaving home. This will be reported via an online or paper form, in accordance with school procedures.
2. Students with a fever or any of the symptoms below MUST stay home and seek medical advice.
3. By completing the [self-certification form](#) and sending your child to school, you are certifying that your child does not exhibit any of the following symptoms:
 - Temperature greater than 100.4
 - Cough, sore throat, or congestion/runny nose
 - Shortness of breath or difficulty breathing
 - Chills, or muscle or body aches
 - Headache
 - Nausea or abdominal pain, vomiting, or diarrhea
 - New loss of taste or smell
 - Fatigue

In addition, parents must testify that their child:

- ☐ **Does not have a temperature greater than 100.4**
- ☐ **Does not have a new onset of these symptoms,**
- ☐ **Has not traveled to a state or country that requires quarantine, and**
- ☐ **Is able to attend school today.**

Failure to comply with daily symptom certification may impact the District's ability to hold in-person learning.

Parents/Guardians, Faculty/Staff, and Volunteers will all be required to certify that they will be performing a daily symptom screening at home before coming to school. All parents are asked to complete the [self-certification form](#) daily for each student before attending school in-person, and this completed form is required before students can enter the building. Student temperatures will be checked again by school staff before students enter the school building. Students with a temperature above 100.4 degrees will not be permitted entry.

Daily School Temperature Checks

Upon arrival at school, students will proceed to their designated door for a contactless temperature check prior to entering the school building. Each student will have their temperature checked using a contactless thermometer or thermal camera. Any student whose temperature is above 100.4 will report to the school nurse for a second temperature check. If temperature is recorded as elevated on second reading, the student will be quarantined and a parent/guardian will be contacted for immediate pick-up. Individuals who have a temperature greater than 100.4 degrees Fahrenheit/38 degrees Celsius or currently known symptoms of COVID-19, such as fever, cough, shortness of breath or difficulty breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting, or

diarrhea, may not enter buildings. Individuals who exhibit symptoms will be asked to reach out to their personal physician or medical provider for consultation regarding evaluation, treatment, and information. All individuals entering the building will be required to wear a mask for the duration of their time on campus.

Quarantine Spaces

Each school will identify a specific quarantine space within the school. This space will be used to quarantine a student who is displaying symptoms of COVID-19. The student will be supervised, from a safe distance, while in the quarantine space and a parent/guardian will be contacted for immediate pick-up.

Hygiene Protocols and Expectations

At the start of the year, students will be taught how to properly adhere to the expected guidelines for safety. After this instruction, it is expected that students will adhere to the following:

- Wearing of face covering at all times except when eating, drinking or directed by an adult to remove face covering. The face covering needs to be worn over the nose and mouth.
- Students and staff will maintain social distance as defined by the CDC which is currently six feet.
- Extended hand washing for 20 seconds with soap and water.
- Use of hand sanitizer when handwashing is not available.
- Complete symptom checklist before getting on the bus or arriving at school.
- Complete temperature checks upon entering school.
- Minimizing shared supplies/things being brought to and from school.
- If a student is awaiting COVID test results they will not be allowed to attend school in person until a negative test result is received.

As with all teaching and learning, it is expected that some students may need reminders of these expected behaviors. However, repetitive noncompliance with these expectations will result in structured interventions which may include movement to a remote learning instructional model.

Cleaning Protocols

In addition to the daily cleaning procedures already in place, enhanced cleaning schedules and deep cleaning are planned.

Cleaning Throughout the School Day

Custodians will be present to clean high touch surfaces through the school day. Some of these high touch surfaces may include door knobs, hand railings, bathroom sinks, commonly used tables in common areas. Additionally, after students eat lunch in their classrooms, the lunch

supervisor or custodian will clean the surfaces of the student desks in preparation for the afternoon learning. Electrostatic spray cleaning will be applied within the quarantine space or any time a student or staff develops symptoms within the day.

Each classroom will be equipped with a cleaning supply kit that will allow adults to properly clean if needed during the day. These kits will include gloves, microfiber rags for cleaning (cleaned daily), plastic bottle with disinfecting spray, and soap/paper towels in rooms with sinks. Hand sanitizer is available in all classrooms.

If an employee or student develops/reports symptoms associated with COVID-19 while at school, the staff or student will be sent to the quarantine space for evaluation by the nurse and/or sent home to seek medical evaluation. The pod of students will be relocated (outdoors or to an alternate environment) and additional cleaning will be done within the classroom or office space where this individual works/learns. The room will be cleaned and the electrostatic sprayer will be applied.

Evening Cleaning Routine

The district has enhanced its evening cleaning routine. In addition to the typical classroom cleaning and high-touch cleaning protocol described above, use of an electrostatic sprayer supplements the regular daily cleaning routine.

Deep Cleaning

The district's deep cleaning process includes all of the daily cleaning procedures plus using a concentrated disinfectant to clean surface areas. Additionally, the district has purchased UV-C light lamps to use in any classroom or other space as an extra layer of cleaning surfaces. When a COVID positive case is identified, the classroom or office environment will be deep cleaned, including application of the electrostatic sprayer and UV-C light. (See below for response to COVID-19.)

Responding to COVID Symptoms and Diagnosis with Schools

If a student or staff member is diagnosed with COVID-19,

- The Health Department will be notified by the school nurse, and the district will implement their guidance,
- School building or classroom may close for up to five days for cleaning and tracing of viral contact chain in accordance with guidance from the Department of Public Health,
- Special deep cleaning and sanitation protocol will be implemented,
- Communication plan will be implemented, and
- Individuals who test positive for COVID-19 will follow IDPH and doctor guidelines for returning to school/work.

Individuals with close contact exposure to a positive case of COVID-19 (in any setting), which is defined as within 6 feet of the COVID+ individual for more than 15 minutes, will quarantine at home for 10-14 days, monitor symptoms and follow medical guidance from their doctor. Guidance from the Department of Public Health will be adhered to for quarantine and school closures. For additional guidance regarding responding to a confirmed case that has entered the school, District 39 will follow the [CDC School Decision Tree](#).

COVID-19 Positive Response, Exclusion and Return

A COVID-19 case, whether positive tested or acutely symptomatic, will involve the school nurse consulting and cooperating with local health officials so that contact tracing can be conducted.

Families in a given classroom and staff members within a school will be notified if a student or the teacher has tested positive for COVID-19. Contact tracing will occur, adhering to health privacy laws to the greatest extent possible. Through contact tracing and consultation with the administration and either the Illinois Department of Public Health or Cook County Department of Public Health, a determination will be made if an entire classroom needs to quarantine. In the case of a student or students being put on quarantine, remote learning opportunities will be made available to students to the greatest extent possible.

Upon notification of a positive COVID-19 case, the nurse will follow the exclusion guidelines recommended by ISBE and consistent with the CDC. That process is depicted in the following chart.

COVID-19 Diagnosis Response Decision Chart

Student/staff (updated with IDPH Guidance on 8/20/2020)	Period of Exclusion
Student or staff member tests positive for COVID-19 <ul style="list-style-type: none"> Students and staff who are confirmed or probable cases of COVID-19 must complete 10 calendar days of isolation from the date of first symptom onset and be fever-free for 24 hours without use of fever-reducing medications and other symptoms have improved before returning to school. If no symptoms, period of exclusion starts with positive test (10 day exclusion allowed from date of positive test results) Period of exclusion will be extended until at least 24 hours after fever breaks (without medication) AND exhibiting no symptoms See below for more information regarding school building and classroom procedures, if a student or staff member tests positive for COVID-19. 	10 calendar days (minimum)
Student or staff member exhibits one or more symptoms of COVID-19 <ul style="list-style-type: none"> Medical evaluation and COVID-19 diagnostic testing is strongly recommended for all persons with COVID-like symptoms. All students and staff sent home with COVID-like symptoms should be 	10 calendar days (minimum)

<p>diagnostically tested. Student/staff should remain home from school until they receive the test results.</p> <ul style="list-style-type: none"> ● OPTIONAL: Student/staff member is tested for COVID-19 (must remain at home while awaiting test results) <ul style="list-style-type: none"> ■ Positive for COVID-19 see above ■ Negative for COVID-19 may return, unless directed otherwise by physician ● Students and staff with COVID-like symptoms who do not get tested for COVID-19 and who do not provide a healthcare provider's note documenting an alternative diagnosis, must complete 10 calendar days of isolation from the date of first symptom onset and be fever-free for 24 hours without use of fever-reducing medications and other symptoms have improved before returning to school. ● Period of exclusion starts on date of onset of symptoms as determined by school personnel. ● If symptoms persist beyond a 14 day period, IDPH or Cook County Health Dept. must be consulted before return is approved. ● Student/staff member may present doctor certified medical documentation and/or explanation of other illness or condition that may cause symptoms and allow return to work. Students and staff returning to school after experiencing COVID-like symptoms but being diagnosed with a non-COVID illness must meet the criteria for returning to school for the illness with which they have been diagnosed. At a minimum, the individual must be fever-free for 24 hours without the use of fever-reducing medication and have had no diarrhea or vomiting in the previous 24 hours. Other diseases have specific criteria for when a student or staff member can return to school. Follow school health policies and communicable disease guidance for those illnesses. A doctor's note documenting the alternative diagnosis or a negative COVID-19 test result should accompany a student or staff member returning to school with an alternative diagnosis after experiencing COVID-like symptoms. 	
<p>Student/staff member has a temperature higher than 100.4 F with no other COVID-19 symptoms</p> <ul style="list-style-type: none"> ● At least 72 hours must elapse from resolution of fever without medication before individual can return to school ● If any other symptoms present, see box directly above 	72 hours
<p>Student/staff member had close contact with someone who tested positive for COVID-19</p> <ul style="list-style-type: none"> ● 'Close contact' means that the student/staff member was within 6 feet of a person who tested positive for more than 15 minutes total exposure time, anytime from two days before symptoms to the time the case is in isolation or away from the contact. The close contact can happen at school, home, community, etc. The window for close contact is within the past 14 calendar days. ● Period of exclusion starts on the date of the most recent close contact. ● Consultation with physician is advised and patient must follow doctor orders for quarantine/return to school. ● If a member of a student/staff household becomes a confirmed case (i.e., tests 	14 calendar days (minimum)

positive for COVID-19) or a probable case (i.e., has COVID-like symptoms and is epidemiologically linked to known case), the local health department (LHD) conducting contact tracing will place household contacts, including siblings, in quarantine for 14 calendar days. The health department also will provide guidance on how to safely quarantine and isolate within the household.	
Student/staff member lives with someone who is exhibiting one or more COVID-19 symptoms <ul style="list-style-type: none"> If one member of the household is being evaluated for COVID-19, the rest of the household must quarantine until an alternative diagnosis is made or negative result received. If the sick student becomes a confirmed case, see box above. 	10 calendar days (minimum)
Student/staff member has returned from a location with sustained widespread transmission designated as <u>Travel Warning 3</u> <ul style="list-style-type: none"> Quarantine for 14 calendar days (minimum) 	14 calendar days (minimum)

The following will occur if a student or staff member is diagnosed with COVID-19.

- The Cook County Health Department will be immediately notified by the school nurse, and the district will implement their guidance,
- School building or classroom may close for up to five days for cleaning and tracing of viral contact chain in accordance with guidance from the Department of Public Health,
- Special deep cleaning and sanitation protocol will be implemented,
- Communication plan will be implemented
- Individuals who test positive for COVID-19 will follow IDPH and doctor guidelines for returning to school/work.

Illinois Department of Public Health (IDPH) COVID-19 Exclusion Guidance ([Link](#))

COVID-19 INTERIM EXCLUSION GUIDANCE¹

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

Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms² are present: Fever (100.4°F or higher), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or body aches.

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

Status	A. COVID-19 diagnostic test Positive (confirmed case) OR COVID-like symptoms without COVID-19 testing and exposed to confirmed case (probable case)	B. Symptomatic individual with a negative COVID-19 diagnostic test <i>(Negative COVID-19 diagnostic tests must be from a specimen collected up to 48 hours prior to symptom onset or after and is valid for only the date the specimen was collected.)</i>	C. Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test	D. Symptomatic individual without diagnostic testing or clinical evaluation <i>Individuals may move to Columns A, B, or C based on results of diagnostic testing and/or clinical evaluation.</i>	E. Asymptomatic individual who is a close contact ⁶ to a confirmed or probable COVID-19 case
Evaluated by Healthcare Provider	YES / NO	YES / NO	YES	NO	NA
Return to School Guidance	Stay home at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. If COVID-19 illness develops, use the ten-day isolation period ³ guidance for a COVID-19 case from the onset date. Testing is recommended.
Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) ⁵	NA
Documentation Required to Return to School	Release from Isolation letter (if received from their LHD) provided by the parent/guardian or staff person, notification via phone, secure email or fax from the LHD to the school, OR other process implemented by your LHD	Negative COVID-19 test result OR healthcare provider's note indicating the negative test result	Healthcare provider's note with alternative diagnosis	After the ten-day exclusion, a note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved	Release from Quarantine letter (if received from their LHD) provided by the parent/guardian or staff member, LHD notification via phone, secure email or fax to the school OR other process implemented by your LHD

¹ Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department. This chart should be used in conjunction with the [Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs for Addressing COVID-19](#).

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

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

⁴ If the individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.

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

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

Rev. 9/10/2020 Interim Guidance, Subject to updates

It should be noted that District 39 will be guided by the case-specific direction provided by the Cook County Department of Public Health. In responding to any positive case identified for a student or staff member, the district will adhere to the specific guidance provided by the Department of Public Health. Any updates provided by the Cook County Department of Public Health will inform future revisions of the above plan.

Box A. Assessment of Symptomatic Persons

Consider the following when assessing symptomatic students/staff:

Are symptoms new to the student/staff person or are they a change in baseline for that individual?

Does the symptomatic individual have any of the following potential exposure risks?

Did the student/staff have an exposure to a suspected or confirmed COVID-19 case in the past 14 days?

Is there a household or other close contact with similar symptoms who has not been yet classified as a confirmed or probable case?

Is there a household member or other close contact with high-exposure risk occupation or activities (e.g. HCW, correctional worker, other congregate living setting worker or visitor)?

Did the student/staff member have potential exposure due to out-of-school activities (private parties, playing with friend groups, etc.) or have poor compliance with mask wearing and social distancing?

Do they live in an area of moderate or high community transmission? (as defined in the [Adaptive Pause Metrics guidance](#)¹)

Do they have a history of travel to an area of high transmission in previous 14 days?

Is there an outbreak in the school or has there been another known case of COVID-19 in the school building in the last 14 days or are there other students or staff in the classroom or cohort currently out with COVID-19 symptoms?

Box B. Clinical Evaluation for Children with Symptoms of COVID-19

(<https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html>)

Consider the individual's risk of exposure. See Box A.

No Exposure Risk Identified & resides in County with Minimal County Transmission¹

Has Exposure Risk and/or Clinical Suspicion for COVID-19

If no known close contact to COVID-19 case and no other exposure risks, testing and exclusion for COVID-19 may be considered based on level of clinical suspicion and testing availability.

Isolation
COVID-19 Testing Recommended

Alternate diagnoses should be considered, and exclusions based on usual practice. (Isolate until at least 24 hours fever-free without fever-reducing medicine)

TESTING

PCR or antigen (Ag) testing is acceptable.

- If an Ag detection test is negative and there is a high clinical suspicion of COVID-19, confirm with PCR, ideally within 2 days of the initial Ag test.
- If RT-PCR testing is not available, clinical discretion can be used to recommend isolation.

Test result is only valid for the day of specimen collection.

1. Adaptive Pause and Metrics: Interim School Guidance for Local Health Departments. Available at <https://www.isbe.net/Documents/IDPH-Adaptive-Pause-Metrics.pdf>

Resources:

- COVID-19 Testing Overview <https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html>
- Isolation and Quarantine: CDC <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html>

Response, Cleaning and Communication of COVID-19 and/or COVID-19 Symptoms

1. If an employee or student develops symptoms in the evening and/or cannot self-certify in the morning:
 - a. The staff or student should remain home, report their absence and seek medical evaluation.
 - b. The room will be cleaned and the electrostatic sprayer will be applied as part of the evening cleaning routine.
 - c. Communication will be sent to staff and student families within the school when there is a COVID positive diagnosis. Secretaries should check to see who was in the school that day and forward the staff email to anyone who was at the school.
2. If an employee or student develops/reports symptoms while at school:
 - a. The staff or student should be sent to the quarantine space for evaluation by the nurse and/or sent home to seek medical evaluation.
 - b. The pod of students will be relocated (outdoors or to an alternate environment) and additional cleaning will be done within the classroom or office space where this individual works/learns. The room will be cleaned and the electrostatic sprayer will be applied.

- c. All household members of that symptomatic individual should also be sent home.
 - d. Communication will be sent to staff and student families within the school when there is a COVID positive diagnosis. Secretaries should check to see who was in the school that day and forward the staff email to anyone who was at the school.
3. When a COVID positive case is identified:
- a. The staff or student (and household members) should quarantine in accordance with doctor orders and the IDPH chart above.
 - b. The classroom or office environment will be deep cleaned, including application of the electrostatic sprayer and UV-C light.
 - c. D39 administration will communicate with IDPH/CCDPH and follow their guidance.
 - d. Communication will be sent to staff and student families within the school when there is a COVID positive diagnosis. Secretaries should check to see who was in the school that day and forward the staff email to anyone who was at the school.

D39 Family Response to Illness Instructions (and Link)

The COVID-19 pandemic has required a tremendous amount of flexibility and adaptation, and our decision making regarding student illness must also change with this moment. The above described guidelines have been developed to support families in making decisions to help keep our Wilmette Public Schools District 39 students, staff, and community safe and healthy in the event of a confirmed or suspected exposure to the COVID-19 virus. These guidelines are also detailed within our parent-friendly instructional booklet specifically designed to assist families with decision-making and planning related to response to illness. Families are encouraged to review the [D39 Family Response to Illness Instructions](#) and to bookmark it for easy reference as needed in the future.

Expect Quarantine Absences (individuals and classes)

As noted above, the District must follow the [IL Department of Public Health \(IDPH\) guidance](#) to ensure we are keeping our students and staff safe. This guidance changes frequently and continues to broaden the impact regarding circumstances that require quarantine and self-isolation. It is probable that individuals and classes will be required to quarantine after the start of the school year.


- [IDPH list of COVID-19-like symptoms](#)
- [IDPH Close Contact Definition](#)

Fortunately, the District has developed flexible learning models that will account for individual and bubble pod/class extended absences in response to the health department's dynamic quarantine directives. Our goal is to continue the learning experience whether on-site or quarantining from home by flexing our instructional delivery as needed. If a pod/class or school is directed to quarantine, the pod/class or school will pivot to enhanced fully remote programming for the duration of the quarantine.

Releasing COVID-19 Cases and Contacts from Isolation and Quarantine

RELEASING COVID-19 CASES AND CONTACTS FROM ISOLATION AND QUARANTINE

7/20/2020




CASES

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

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

Time-based Strategy for Release from Isolation

Onset date
(or specimen collection date if onset unclear or if asymptomatic)



Minimum 10 days

+ Afebrile and feeling well for at least 24 hours

Case released from isolation

OR

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

A test-based strategy is no longer recommended in the majority of cases. Consult with infectious disease physician.

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

For hospitalized cases and discontinuing transmission-based precautions, see:
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/disposition-hospitalized-patients.html>

CLOSE CONTACTS¹

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

Contact Scenario	Quarantine Period
Has close contact with someone who has COVID-19 and will not have further close contact	14 days from the date of last close contact
Has close contact with someone who has COVID-19 and lives with the case but can avoid further close contact	14 days from when the person with COVID-19 began home isolation away from other members of the household
Is under quarantine and had additional close contact with someone else who has COVID-19	Restart quarantine from the last day close contact occurred with anyone who has COVID-19. Any time a new household member gets sick with COVID-19 and close contact occurs, quarantine will need to be restarted.
Lives with someone who has COVID-19 and cannot avoid continued close contact (e.g., shared kitchen/bathroom)	Quarantine for 14 days after the person who has COVID-19 meets the <u>criteria to end home isolation</u> (see Cases information).

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

Guidance for Healthcare Worker Contacts:
<https://www.cdc.gov/coronavirus/2019-ncov/hcp/return-to-work.html>
Guidance for Critical Workers in Essential Infrastructure:
<https://www.cdc.gov/coronavirus/2019-ncov/community/critical-workers/implementing-safety-practices.html>

References

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

Travel Restrictions

Families and staff are urged to comply with Suburban Cook County travel guidance and the CDC travel bans/restrictions. We recommend members of our school community, including students and staff, refrain from traveling to these areas two-weeks prior to the start of school - which means any date on or after August 13, 2020. Additionally, it is recommended that students and staff refrain from travel to the areas that are on the [Cook County Department of Public Health](#) and [CDC travel ban/restriction](#) list while participating in any in-person instructional model. According to the guidance, “any person entering suburban Cook County living in a high-incidence state, or who visited the high-incidence state for more than 24 hours is recommended to self-quarantine for 14 days after arrival, or for the duration of their stay in suburban Cook County, whichever is shorter.”

- [Cook County Public Health Travel Guidance \(updated weekly\)](#)
- [CDC Travel Notices](#)

Please review the specific [guidance provided by Cook County Department of Public Health](#). This information and the travel ban list is updated weekly. Exceptions listed include: “Essential workers with verification from their employer, and those traveling for medical care or parental custody are exempt from these recommendations.”

The [IDPH travel guidance](#) directs potential travelers to “keep informed about the current COVID-19 status of a potential destination and keep your family safe by avoiding travel to places of higher risk.” The Cook County Department of Public Health guidance is more restrictive on domestic travel than those provided by the IDPH, and the guidance to avoid travel to places of higher risk is consistent. The guidance from both remains consistent on the definition of travel, inasmuch as “travel” means spending more than 24 hours in the state. The CDC also offers information regarding [CDC travel guidance](#) and [international travel restrictions](#).

We are all doing our very best to adhere to the guidance offered to us by our regulatory health authorities, and appreciate your thoughtful consideration of this guidance. We appreciate everyone’s tremendous care and concern in keeping our school community healthy and safe.

Heat Advisory Plans: District Action Plan for Excessive Heat

The health and safety of students and staff are a top priority in Wilmette Public Schools District 39 as well as among our partner New Trier Township Districts. Section 18-12, the School Code allows the use of interrupted School Days for "adverse weather conditions." As a reminder, with regard to extreme heat, the Illinois State Board of Education (ISBE) allows for five options for schools to exercise a number of options when faced with excessive heat.

The weather forecast will be reviewed using multiple sources on both a daily and weekly basis. The final determination will be based upon the heat index as calculated by [accuweather.com](#) and upon consulting National Oceanic and Atmospheric Association (NOAA)’s Heat Index table ([click here](#)). The Chief School Business Official and/or Director of Buildings and Grounds and Principal will confer with the Superintendent to determine an appropriate plan of action. The goal is to plan as far in advance as possible.

- Excessive Heat Procedures (Day 1): If the heat index (combination of heat and humidity; also known as “Real Feel” on [accuweather.com](#)) is between 95-103 degrees, as reported on [accuweather.com](#) for the hours between 8 a.m. and 12 p.m. on a given school day, the following Excessive Heat Procedures will be put into place for the District’s non-air conditioned schools.
 - Keep overhead lights to a minimum if possible.
 - All available fans will be deployed to classrooms *if and where appropriate*.
 - Classrooms may be rotated through designated cooling areas (air conditioned) in each building throughout the day *if appropriate and available*.
 - Teachers will limit all physical activity in the classroom and in PE classes.

- Students will be granted frequent water breaks and will be allowed to carry their own water bottles.
- School nurses and staff will watch for any warning signs of heat distress.
- Please refer to [chart from the National Oceanic and Atmospheric Association \(NOAA\)](#)
- Excessive Heat Procedures (Day 2): If the predicted heat index is between 95-103 for the hours of 8 a.m. to 12 p.m. the day immediately following the first day of a heat index between 95-103, a Remote Learning Day, or Early Dismissal will be implemented for that second day. If adequate supervision and support services are not available, the following plan shall be enacted for the entire school building. Parents, students and staff will be notified via email and the district website of the Remote Learning Day or Early Dismissal by 9:00 p.m. the previous evening.
- Excessive Heat Procedures (Day 3 and subsequent consecutive days predicted heat index between 95-103): Remote Learning Days will be implemented.
- Parents, students, and staff will be notified via School Messenger and the district website of the Remote Learning Day or Early Dismissal by 9:00 p.m. the previous evening.
- On any day with a forecast Heat Index of 103 between the hours of 8 a.m. and Noon, a Remote Learning Day will be scheduled or Early Dismissal announced by 9 p.m. the previous evening. For any day a heat index is predicted to be 103 or above, a Remote Learning Day will be called, meaning protocols for Day 2 action will be followed.

In the event an Early Dismissal is called due to heat, staff members working within non-air conditioned schools are expected to work a full contractual day, but are encouraged to relocate to a cool place within the building to work or to work remotely if no on-site location is sufficiently cooled.

Air Ventilation and Filtration

District 39 ventilation systems are regularly inspected and must comply with school code regulations. The school code requirement is a minimum of 10% outside fresh air added to the room as a change of air. The minimum required air exchange rate is 10% new air. The damper automatically controls the percentage of outside air brought in based upon outside air temperature and humidity. In reviewing these settings with the district's engineer, the district has set the air exchange rate at 35-40% during operational hours. This process runs from approximately 6am to 7pm each school day. In the univents, the District uses fiberglass filters, which is the best we can use in our equipment. It filters the outside air and then goes over a chilled or heated coil, then into the classroom. Maintenance, inspection and filter changes occur four times per year for each unit. The air handlers are currently using a MERV 8 filter, but that will be changed to a MERV 13 filter by the start of the school year. The MERV 13 filter is the highest level of filter we can install in the air handlers. The air handlers cover all the air conditioned parts of buildings not on univents and all non univent areas for heating. These filters

are changed 4 times per year. Opening windows and use of the univents systems for air exchange adhere to these air exchange requirements. Window air conditioning units and Hepa filters restrict outside air flow below the required 10%.

Use of Fans

According to the CDC, schools are encouraged to ensure ventilation systems operate properly. This has been re-evaluated within all classrooms district-wide. Proper air exchange rates are required and maintained in accordance with school code and school systems. Air exchange rates are regularly inspected. The CDC recommends that fans may be used, provided they do not flow from one person to another. Increasing circulation of outdoor air as much as possible through the school day (e.g., opening windows and doors when it is safe to do so), is strongly encouraged. While there are multiple articles and news items with variable responses regarding the use of fans, the overall consensus seems to be that fans allow for air exchanges and air circulation, which are both helpful for preventing the collection of stagnant air. However, fans should be directed so they do not blow directly on people. Thus, fans may be used in classrooms provided they do not blow directly on people. Fans may be used to aid in air circulation through hallways.

Social and Emotional Supports

The social emotional wellbeing of our students and staff remain a top priority and social emotional learning will play a key role in transitioning back to school. A team of administrators and staff members attended training earlier this summer hosted by the Collaborative for Social and Emotional Learning ([CASEL](#)). This training focused on practices and strategies to support staff and students in developing specific Social Emotional competencies. Key areas identified as a focus for the start of the school year are self-awareness, self-management, and relationship building. It is in these priority areas initial training and support have been planned.

In addition to the typical social-emotional instruction that is provided within our curricula, targeted supports and services will be available.

Students:

- A focus on a welcoming climate as students return to school.
- Administration of universal social-emotional screenings/surveys to inform practices
- Dedicated time in daily schedule focusing on forging connections and providing targeted Social Emotional instruction.
- Transition, community building, and orientation activities will be planned to help familiarize students with new classes and buildings (i.e. incoming K, 5th and 7th graders, new students). This will be part of the Back to School Boot Camp at each grade level.
- Daily check-ins between staff and students, both in person and synchronously (live for those learning remotely), to cultivate relationships and support student social/emotional

- needs.
- Social Work and Psychological/Counseling supports.

Staff:

- A focus on a welcoming climate as staff returns to school.
- Opportunities for staff to reconnect.
- Professional development at the start of the school year focusing on SEL competencies and skills to support successful learning.
- Opportunities to validate experiences and address staff stress and fatigue.
- Communication of resources, EAP and community based, that staff can access for help.
- Coaching and time to help develop strategies to support students' social and emotional needs.
- Partnerships within the school community and beyond to support staff.

School Operations and Logistics

The in person learning plan is possible only if students and families adhere to health and safety expectations. Prior to the start of the school year, families will be required to sign an *In-Person Back to School Expectations* document acknowledging agreement with the district's health and safety expectations. In addition, we will require daily certification to attend school. We need our families to honestly consider the self-certification questions for their children. If children are experiencing symptoms, it is critical to the health and safety of others that the child does not come to school until they are healthy.

Student Entrance and Exit Procedures

Students will be assigned to enter the school at a specific door. Students will enter the door that is closest to their classroom, minimizing the need to travel extensively through the school hallways. A door supervisor will ensure each student has completed their symptom check and will take the student's temperature. If a student has not completed the symptom check or if the student's temperature is 100.4 degrees or above, the student will be seen by the nurse for further evaluation. If the second temperature check results in a fever, the child will be sent home. Students will enter the school and proceed to their classroom.

At the end of the day, students will exit through their assigned door. We ask that families who intend to pick up/meet their student identify a location at the school to meet. We ask that families spread out and practice social distancing while waiting for their students. Everyone over the age of 2 is expected to have a face covering over their mouth and nose while waiting for their student. Students will be dismissed in the following manner:

Elementary Schools:

- Bus riders will leave first
- Bikers, walkers, and carpool students will be dismissed in waves to social distance
 - Exit grade level door where they entered
 - Space out all parents picking up to allow for social distancing, parents designate meeting spots

Highestrest Middle School:

- Walkers, bikers, or carpool students leave first
- Exit door closest to classroom
- Bus students wait while social distancing

Wilmette Junior High School:

- Bus riders leave first
- All other students follow out of door closest to their classroom

Lunch and Recess

Food service will be provided but will include only one pre-ordered, boxed, cold lunch option daily. Students may bring lunch from home as well. All students will eat in their classroom at their desk on a tray or other desk covering with desk shields up. Lunch supervisors will be responsible for supervising 1-2 closely located classrooms during this period of time.

Classrooms will be encouraged to eat outside if space is available, and when weather permits, in an assigned area for their classroom. They would need to remain socially distant and would be supervised by a lunch supervisor along with another class located nearby.

Students will wash hands before and after eating. Garbage will be collected after lunch and cleaning protocol will be implemented by trained adults following lunch prior to instruction resuming.

Regarding the accommodations that may be necessary for students with allergies, a student's health plan will guide decisions regarding permissible food within the classroom for lunch. Once students have been assigned a classroom, specific and individualized communication may be sent home from the teacher and/or school nurse regarding what foods will not be permitted within the classroom due to allergies.

Important things to remember:

- The cleaning procedures this year are more thorough than ever before. Surfaces and hand-washing will be routinely done. Students are washing their hands before and after eating. Soap and water rinses off allergens - NOT sanitizer.
- Students are eating at their own designated space, so the risk of contact exposure is much lower.
- Students are not switching classes as they have in prior years (No touching library books, playground equipment or physical education equipment).
- Even with masks, students will have a three-sided plastic partition around them while they eat.
- Students are six feet apart from each other minimizing contact exposure. (In the cafeteria, students typically sat shoulder to shoulder.)
- Stock epinephrine is maintained in each school health office.
- Student health plans (504 accommodation plans or allergy response plans) are reviewed with the school nurse and classroom teacher and lunch supervisor at the beginning of the school year.)

Students in grades k-4 will not be permitted to play on the playground equipment as a large group. Opportunities to play on playground equipment may be possible at times during the school day, if students use hand sanitizer before and after being on equipment and wear masks. All students will have opportunities to be outside, move and get fresh air. Structured games led by the supervisor would be possible. Masks on if 6 feet of distance is not maintained in the

activity/game. The recess area would be split into zones, with the playgrounds counting as one zone. Inside recess will be in the classrooms.

There will be no recess for grades 5-8. Shared equipment and playground equipment (HMS) will not be permitted. While there is not recess during this period, there is time built into the schedule for rooms to be cleaned, movement breaks, and bathroom use.

Playgrounds

The Highcrest playground will not be accessible to students. At the elementary schools, playground use will be limited. Specific classes will be assigned times/days to use the playground, as it is not possible to have everyone accessing the equipment at the same time. When permitted to use the playground, students will be asked to use hand sanitizer before and after using the equipment.

Hallways

Because students will receive most of their instruction, including lunch, within their homeroom, students will have fewer opportunities to move throughout the hallways. When it is necessary to move through the hallways during the school day, staff will be escorting the students to ensure the expected behaviors of social distancing and face coverings. The hallways will be divided in half, down the center, to promote one way traffic flow on either side.

Lockers

Students will not be assigned lockers this fall. Instead, students will bring their backpacks into their homeroom and it will remain near their desk. Students will be able to readily access materials from their backpack. Cell phones will need to be turned off and stored within the backpack. As colder weather approaches, we will consider the need for lockers for winter gear, etc. If we utilize lockers, consideration will need to be given to maintaining social distancing when students access their lockers. Students at WJHS will not be assigned gym lockers and there will be no changing into PE uniforms this year.

Washrooms and Drinking Fountains

Maintaining expected behaviors when using the washrooms is important to the health and safety of our students and staff. Each classroom will be assigned a specific set of washrooms that will include a gender neutral option. Each classroom will be assigned a specific time to use the assigned washrooms. Student emergency use of the washrooms will be permitted as needed. Drinking fountains will only be used as water bottle filling stations. Students will not be permitted to drink from the fountain directly.

Outdoor Learning Spaces and Safety Protocols

District 39 teachers, staff and students may use outdoor space for instructional activities, as weather permits. Outdoor activities will be strongly encouraged throughout the day. These outdoor experiences will allow more fresh air exposure to students and staff and provide safe opportunities to remove masks. Outdoor instructional spaces provide a change of scenery, opportunities for movement breaks, and the opportunity for mask breaks provided 6 feet of social distancing is ensured. Students and staff will only be permitted to remove masks when outdoors provided 6 feet of social distancing is consistently maintained.

Playground equipment will be accessible for student use following designated safety procedures. Staff will teach and reinforce norms for outdoor playground use, and will provide a schedule for lunch recess playground use and outdoor activities.

Tented Learning Spaces

The District will utilize canopy tents on our school campuses and adjacent Park District property. Tents will be strategically located outside to provide protection from weather and sun. The District is working in accordance with the Village, Police and Fire Departments in order to consider safety protocol given this anticipated change to our school campuses.

Shared Objects, Supplies and Equipment

Students will not share classroom materials (scissors, glue, classroom instructional manipulatives, etc.). Students in grades 1st-8th will each be assigned a dedicated technological device and will use their own supply of classroom materials. Students' assigned devices will travel home with them each night for student access, cleaning and charging.

Students will maintain a personal backpack and should have a pencil case with typical school supplies (pens, pencils, highlighters, sticky notes). Teachers will determine and communicate to parents specific details, as needed, for personal supply containers.

Elementary classrooms will remove/make inaccessible shared blocks, toys, kitchens, and play areas. These materials may be introduced as guidance allows. However, personal toys and supplies may be used. In younger students' classrooms, students will be issued their own supply of toys/manipulatives to use in the classroom.

School library books checkout will be limited with restrictions and close monitoring. The following additional safety protocols will be in place to reduce risk:

- Check out and return protocols will be established to minimize interaction between new and returned content.
- Items will be quarantined for up three (3) days upon return before returning to circulation.

- Library book selections will be brought to students' classrooms to maintain social distancing.
- Classroom libraries will also be available to students, following the same additional safety protocols listed above.
- Shared textbooks will not be utilized.

Transportation

As with the other aspects of the school day, we considered the modifications needed for busing. Parents will need to self-certify the symptom checklist before students get on the bus. Students will need to be wearing face coverings at all times. There will be fewer students on a bus, with only one student per seat, permitting siblings to sit two per seat. Students will have an assigned seat. North Shore Transit will be cleaning the high touch surfaces on the bus in between routes. Because of the limited seats available on the bus, prioritization of ridership may be necessary. Students living the greatest distance from schools will have priority.

Cleaning and Sanitizing

- Each bus will be sanitized every night after returning from the day's routes.
- Each bus will be wiped down using disinfectant between routes covering the high touch areas of the bus.
- Click this link to see North Shore Transit procedures. [Bus Cleaning](#)

Student Expectations

- Students must practice social distancing at the bus stops.
- Students are required to wear a mask on the bus at all times.
- Students will sit one student per bench, however, siblings would sit together occupying the same bench. Students are to sit on the part of their bench nearest to the window.
- Each student will have an assigned seat/bench on their bus routes. The assigned seat will remain the same each day. Students boarding the bus first will sit near the rear of the bus, with students at each successive stop occupying the seats closer to the front as the route progresses.
- When arriving at the school, everyone is to remain seated, until their turn to exit, and exit the bus in an orderly fashion (no standing in the aisles).

Rules and Regulations that Remain the Same

- Students can only ride the bus they are assigned to; there will be no playdate exceptions.
- Please go over the safety handbook with your child(ren). [Handbook](#)
- We will continue to arrange the most efficient bus routes, while ensuring no student has to walk more than 3 blocks to a bus stop.

Changes to Rules and Regulations

- Each bus is limited to 24 students, with one on each bench. The exception being instances where siblings ride the same bus.
- Given the very limited capacity on buses during the COVID-19 pandemic it is likely that ridership will be limited to those students residing one mile or more away from their school building.
- For all students, potential refunds for remote learning days will be determined at a later date.
- Bus passes will not be mailed. They will be distributed in your child's homeroom. Parents will receive an email communication with their child's bus route information.
- There won't be a late activity bus for WJHS.
- Driver shortages have long been an issue in busing for school districts. Now given the current COVID-19 pandemic, North Shore Transit has communicated to the District that there may be times during the school year where they are unable to provide enough drivers for all SD 39 routes. The bus drivers are required to self certify for COVID-19 symptoms and get temperature checks each day before working. This will likely lead to drivers needing to self quarantine and not being able to work for periods of time during the year as they follow their safety protocol. In the event that North Shore Transit is unable to fulfill any routes on a particular day, the school district will notify parents as early as possible of any changes in route times or route cancellations for that particular day.

Before and After School Care

The Early Bird before school program that has been in place at our elementary schools as well as Highcrest Middle School in past years will continue to be available this school year. The expectations that are in place for students and staff during the school day will be expected during before school care. There will be adjustments to the program. Space will be limited and likely the activities that students have engaged in past years will be altered. For example, students may be limited to the school auditorium and assigned seats. There will be no food served at the Early Bird program.

After school programs such as clubs, Den, and Nest will not be available this school year. We have worked with the Wilmette Park District to pilot two programs: Campus Clubs at Romona and CARE at HMS. These Park District programs will be available to students at these respective schools for after school childcare.

Extracurricular Activities and Athletics

Extracurricular activities, enrichment clubs and athletics will be suspended for the fall semester. Virtual club and/or enrichment opportunities may be available and, if provided, will be

accessible to in-person and remote learners. The district is also in discussions with the Wilmette Park District regarding options for after school childcare opportunities for District 39 families. Additional information and registration for these programs will be available directly through the [Wilmette Park District](#).

At Highcrest, we will continue to operate the Early Bird program for days where students are in school. An after-school CARE option will be provided at HMS by the Wilmette Park District. The CARE program will replace the Den/Nest Program, which previously provided after care options for HMS and some WJHS students. The district is also in discussions with the Wilmette Park District regarding options for care programs to be offered at park district facilities for 5th-8th grade students on the days when they are participating in remote learning. Additional information and registration for these programs will be available directly through the [Wilmette Park District](#).

Wilmette Welcome Weeks

We are eager to put our [D39 Reopening Plan](#) into action and to continue to review its successful implementation. In support of this, District 39 has considered options to increase professional development for our teachers and staff at the beginning of the school year and to support our students' successful transition to the new in-person protocols and procedures. To accomplish these transition supports, the Board approved a revision to the D39 school calendar by expanding professional development and incorporating our [Wilmette Welcome Weeks](#).

Our school calendar for the start of the 2020-2021 school year includes a full week of professional development and training for our teachers and staff focused on both in-person and remote instruction as well as new health/safety protocol and social-emotional supports. This professional development week will be followed by a progressive approach to implementing in-person instruction. The decision to support a progressive transition to in-person instruction was based on the identified needs throughout our district for professional development, training and support for the successful transitions of both staff and students.

Wilmette Welcome Weeks

Our [Wilmette Welcome Weeks](#) are designed to support the safe implementation of our return to in-person schooling protocol and the ability of all to understand and implement these protocol safely, including our staff and our students. Our Wilmette Welcome Weeks allow us to more fully support the implementation of our D39 Reopening Plan as well as the ongoing learning and wellbeing of our students and staff. Recognizing that the Plan calls for flexibility and the ability to pivot among instructional models throughout the school year, it is important that all teachers and students know and understand how best to implement full remote learning and that all in-person students and teachers are supported to successfully implement our new health and safety protocol, as well. We believe that our Wilmette Welcome Weeks will help ensure that all students and staff understand and can safely implement all that will be new for in-person instruction, including everyone's adjustment to this new way of attending school. Our progressive Wilmette Welcome Week model will help to support these important transitions for students and staff in the near future as well as the successful implementation of our Plan in the long run. Our aim is to not only open our schools, but to keep them open safely for as long as possible while ensuring the very best educational services possible for all students.

Below is a calendar of our Wilmette Welcome Weeks.

AUG/SEPT 2020

OVERVIEW

Transitions to Success: Wilmette Welcome Weeks

MON	TUE	WED	THU	FRI	WILMETTE WELCOME WEEKS
24 Teacher Institute Day	25 Teacher Institute Day	26 Teacher Institute Day	27 Teacher Institute Day	28 Teacher Institute Day	Full Week of Professional Development
31 Remote Instruction	01 Remote Instruction	02 Remote Instruction	03 Remote Instruction	04 Remote Instruction ☆	Full Week of Remote Instruction for All
Enhanced Fully Remote Program begins on August 31 and proceeds according to school calendar.					
07 Labor Day No School	08 In-Person Once Per Week	09 In-Person Once Per Week	10 In-Person Once Per Week	11 In-Person ☆ Once Per Week	In-Person Students Attend Once Per Week (Half Days for Elem., Full Days for 5 th – 8 th)
14 Remote Instruction	15 In-Person Once Per Week	16 In-Person Once Per Week	17 In-Person Once Per Week	18 In-Person ☆ Once Per Week	In-Person Students Attend Once Per Week (Full Days for All)
21 Remote Instruction	22 In-Person Twice Per Week	23 In-Person Twice Per Week	24 In-Person Twice Per Week	25 In-Person ☆ Twice Per Week	In-Person Students Attend Twice Per Week (Begin Full Implementation of the Hybrid Model at 5-8)
Full Implementation of the 5 th – 8 th Grade Hybrid Model					
28 Yom Kippur No School	29 In-Person Twice Per Week	30 In-Person Twice Per Week	01 In-Person Twice Per Week	02 In-Person ☆ Twice Per Week	In-Person Students Attend Twice Per Week in Grades 2-8 (Begin Full Implementation of the In-Person Model in PreK - 1 st Grade)
Full Implementation of PreK - 1 st Grade In-Person Model					
05 In-Person	06 In-Person	07 In-Person	08 In-Person	09 In-Person ☆	Full Implementation of Each In-Person Instructional Model
Full Implementation of All In-Person Models					

Specialized Comprehensive Needs Program Participants Attend with In-Person Attendees.
 ☆ Metrics reviewed each Friday to guide adjustments for the subsequent week. (e.g. Sept. 4 for week of Sept. 14).

Metrics Review and Reopening Advisory Team

District 39, in partnership with the New Trier Township School Districts, will be using a variety of metrics to inform and evaluate implementation of its Reopening Plan as well as its implementation of guidance, protocol and reopening timeline for in-person instruction. These metrics will include COVID-19 transmission and rate data along with other operational, staffing, attendance and supply availability metrics.

Each Friday, beginning on September 4th, these data will be reviewed to inform adjustments for the subsequent week (10 days out, beginning on September 14). This metric review will be conducted by a representative Metrics Reopening Advisory Team comprising members from district administration, teacher and support staff union leadership, parents of the Advisory Task Force, medical professional, and members from the Board of Education. The purpose of the Metrics Reopening Advisory Team is to study the metrics and progress related to the Reopening Plan in an ongoing way in order to guide improvements and adjustments to health/safety protocol and in-person reopening efforts as well as suggest improvements to operational procedures and health/safety protocol in terms of mitigation of the spread of the virus when staff and students are in our buildings. The Metrics Reopening Advisory Team will help establish and review metrics to evaluate and make recommendations to the superintendent regarding adjustments to the learning models and implementation of guidance on a week-to-week basis. Recommendations made by the Metrics Reopening Advisory Team will be communicated to stakeholders by Monday at 5:15 pm, with the first communication expected Monday, September 7th.

The purpose of the Metrics Reopening Advisory Team is to study the metrics and progress related to the Reopening Plan in an ongoing way in order to guide improvements and adjustments to health/safety protocol and in-person reopening efforts as well as suggest improvements to operational procedures and health/safety protocol in terms of mitigation of the spread of the virus when staff and students are in our buildings. This is not a voting body but rather, it will help establish and review metrics to guide decisions on adjustments to plans and implementation thereof. The Metrics Reopening Advisory Team will make recommendations to the superintendent regarding adjustments to the learning models and implementation of guidance on a week-to-week basis.

At this time, the District is planning to incorporate the following metrics to inform the work of the Metrics Reopening Advisory Team, and will be collaborating throughout with our New Trier Township partner districts on the gathering and tracking of these data. The following metrics will be included in evaluating the learning model to be implemented within our schools. Additional metrics may be identified and incorporated into our considerations as instructional models are implemented.

- **Governor's Restore Illinois Plan: [Metrics](#)**
 - Region 10 Illinois Region COVID-19 Resurgence Data

- Region 9, 10 and 11 Illinois Region COVID-19 Resurgence Data
- **Cook County Level COVID-19 Risk Metrics:** [Metrics](#)
 - “Cook” County = Suburban Cook
 - [Description](#) of these Metrics
- **Local COVID-19 Data:** [Metrics](#)
 - Rolling Average Number of Cases per 100,000 – 14-day Rolling Average
 - Wilmette (60091)
 - New Trier Township Zip Codes (60022, 60091, 60093, 60043)
 - Regional Zip Codes (Zip Codes for 90% of New Trier Staff)
 - Rolling Average COVID Positivity Rates – 14-day Rolling Average
 - Wilmette (60091)
 - New Trier Township Zip Codes (60022, 60091, 60093, 60043)
 - Regional Zip Codes (Zip Codes for 90% of New Trier Staff)
 - COVID-19 Positive Cases Reported in D39
 - D39 Students (Tracked by School Nurses)
 - D39 Staff (Tracked by Human Resources Department)
- **Operational Metrics - Are there persistent challenges that cannot be resolved?**
 - Social Distancing Compliance (# of challenges identified)
 - Mask Wearing Compliance (# of staff/students identified as persistently not wearing masks, despite reminders, with specific explanation of incident)
 - Washroom Break Management (evaluation of schedule effectiveness and emergency access)
 - Lunch Safety Management (# of challenges identified)
 - Self-Certification Compliance (# of students coming to school without previously self-certifying)
- **Supplies and Facilities - Are there persistent challenges that cannot be resolved?**
 - PPE Availability
 - Facility Adaptations to Accommodate Health Guidance (social distancing, ventilation, barriers, etc.)
- **Staffing Levels - (Tracked by Human Resources Department via Frontline)**
 - Certificated Staff Absences
 - Custodial Staff Absences
 - Support Staff Absences
 - Availability of Substitutes (Unfilled Substitute Positions)
 - Staff Quarantine Rates (COVID Days)
 1. Working While on Quarantine
 2. Not Working While on Quarantine
- 7. **Student Absences (Tracked by School Nurses)**
 1. Daily Student Absences
 2. Student Quarantine Rates
 3. Class Quarantine Rates

8. **Effective Instruction**
 1. Engagement Levels in Remote Learning
 2. Learning Progress of Students
9. **Current Scientific Research:** The research on SARS-CoV2 and COVID-19 continues to develop rapidly. The latest findings on spread, mitigation, treatment, and health impact will inform the District's decision-making process.

Sources Regarding Metrics

- [District 39 Live Metrics Dashboard](#)
- [Governor's Restore Illinois Plan](#)
- [Cook County Level COVID-19 Risk Metrics](#)
- [Local and Regional COVID-19 Data](#)
- [Illinois Regional COVID-19 Resurgence Data](#)
- [County Level COVID-19 Risk Metrics](#)
- [Illinois Department of Public Health COVID-19 Statistics](#)
- [Illinois Department of Public Health Adaptive Pause](#)
- [Lake County Department of Public Health](#)
- [DuPage County Department of Public Health](#)
- [Harvard Risk Level Model](#)
- District 39 Metric Thresholds for Operational, Supply/Facility Adaptation Metrics, and Staffing Levels are based on D39 evaluation of and forecasting for capacity to address the challenge.
- [Illinois State Board of Education – School Report Cards](#)

Metrics Dashboard: [Live Link](#)

The following Metrics Dashboard has been developed. The dashboard and metrics are reviewed and updated weekly by the Metrics Reopening Advisory Team. Access to the live dashboard plus additional information is available [here](#).

Metrics Dashboard		Report: 9/18/2020							
		Substantial		Moderate				Minimal	
Governor's Restore Illinois Plan		Phase 3		Phase 4				Phase 5	
Resurgence Test Positivity Data 7 Day Rolling	Region 10	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
	Region 9	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
	Region 11	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
Suburban Cook County	New Cases Per 100k	>100		<=100		to >50		<=50	
	Test Positivity	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
New Cases Per 100,000 7-day Rolling Average	Wilmette	>100		<=100		to >50		<=50	
	NT Township	>100		<=100		to >50		<=50	
	Regional Zip	>100		<=100		to >50		<=50	
Positivity Rates 7-day Rolling Average	Wilmette	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
	NT Township	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
	Regional Zip	9.0	8.0	7.0	6.0	5.0	4.0	3.0	2.0
COVID Positive Cases per School	Students	3		2		1		0	
	Staff	3		2		1		0	
Operational Metrics	Social Distancing	>24		<=24		to >6		<=6	
	Mask Wearing	>24		<=24		to >6		<=6	
	Washroom Break Mgmt	>24		<=24		to >6		<=6	
	Lunch Safety Mgmt	>24		<=24		to >6		<=6	
	Self-Cert Compliance	>96		<=96		to >30		<=30	
Supplies & Facilities Needs	PPE Availability	>24		<=24		to >6		<=6	
	Facility Adaptations	>24		<=24		to >6		<=6	
Staffing Levels Number of Daily Sick Day Absences Per Week	Certified Absences	>60		<=60		to >30		<=30	
	Custodial Absences	>30		<=30		to >12		<=12	
	Support Staff Absences	>60		<=60		to >30		<=30	
	Availability of Subs	>12		<=12		to >6		<=6	
	Working Quarantine	>12		<=12		to >6		<=6	
	Non-Working Quarantine	>6		<=6		to >3		<=3	
	Student Absence Rates	>7%		<=6%		to >4%		<=4%	

Metrics Reopening Advisory Team Membership

The Metrics Reopening Advisory Team includes the following representatives.

- Three District Administration Representatives
- Three Wilmette Education Association Members
- Three Wilmette Support Staff Union Members
- Two District Nurses, one from the K-4 level and one from the 5-8 level
- Three Parents, consider parents who served on the summer Advisory Task Force
- Two Medical Professionals
- One Community Expert on National/International COVID Impact and Strategy
- Two Board of Education Representatives
- The District 39 Superintendent – Facilitator

Support for All District 39 Families

Back to School Boot Camps and Other Supports

In each of the models, including In-Person, Hybrid and Enhanced Full Remote Learning, teaching and learning happen together. Teachers and students must work cooperatively together. Teachers and parents must partner. Parents and students must support one another. Never before have we relied so heavily on these partnerships as we do right now navigating these new educational landscapes and instructional models.

In this partnership between home and school, families, students, and teachers will need support. Our planning committees have identified the common topics or tools relevant for each group to learn. These “Back to School” Boot Camps and Virtual Parent Events will be provided through live webinars or recorded tutorials.

[Back to School Boot Camps](#) and other virtual parent events will include:

- Device (tablet or laptop) orientation
- Seesaw (PK-4)
- Schoology (5-8)
- Google Classroom
- Zoom - Video Conferencing Tool
- Executive Functional Skills
- Social Emotional Well-Being
- Community Building
- Virtual Technology Support - Problem solving tools
- Engaging Disengaged Students
- Online & Offline Balance

Additional information, reopening guidance, webinars and “boot camp” support videos are available [District 39’s 2020-2021 Families Toolbox](#). This site is also linked on the front page of the [Wilmette Public Schools website](#).

Financial Assistance for Families In Need

Financial assistance for free/reduced lunches, other school related supplies and fee waivers is available to families through the District 39 Angel Fund. Please review the resources found on our [D39 Giving and Support page](#). Applications for fee waivers may be submitted by email to Nancy Potisuk at potisukn@wilmette39.org. Paper applications may be dropped off at the [Mikaelian Education Center](#), 615 Locust Road, Wilmette. For additional information regarding the District 39 Angel Fund, please contact potisukn@wilmette39.org.

Donations for Families In Need

If you are able to give, please consider making a donation to the [District 39 Angel Fund](#) or to the [New Trier Township Food Pantry](#).

District 39 Planning Teams

A Note of Appreciation to our Planning Teams

We would like to thank the many, many people who gave of their time, talent and expertise to assist us in developing and refining these plans throughout the summer of 2020. Our 100+ members of our Planning Committees, our Advisory Task Force and our Administrative Council provided endless hours of research, collaboration and thoughtful deliberation. These teams included teachers, faculty, support staff, parents, administrators, medical professionals, and students. This was a challenging task and a heavy lift for all involved. Thank you for your endless hours of research, collaboration and thoughtful deliberation. Thank you for sharing your voice and for hearing and thoughtfully considering the perspectives of others. While we worked to balance the many competing interests and the imperfect choices we faced, we learned from one another and deepened our understanding of how to support one another through these challenging times. It is through your efforts and contributions that we have been able to maintain our commitments and develop a continuum of instructional options to support robust, connected and meaningful learning for our students while adhering to health and safety guidelines and ensuring we are prepared to pivot without interruption, as needed.

These are ever-changing and unpredictable times; and yet, we have developed plans that will allow us to ensure the excellence in educational services that we are so very proud to provide within District 39 while adhering to health and safety guidelines and ensuring preparedness to pivot without interruption, as needed. Thank you, planning team members, for your endless hours of service to this mission.

Fall 2020 Planning Committee

Advisory Task Force

Administrative Council

Board of Education