WESTCHESTER SCHOOL DISTRICT 92 1/2

RETURN TO LEARN FRAMEWORK July 16, 2020
Planning Process

District 92½ engaged in a rigorous planning process during the transition period at the end of the 2019-20 school year into the summer and in preparation for the 2020-21 school year due to the COVID-19 pandemic. This planning process involved stakeholders across the District. Members of these committees represented bargaining units in the District, members of the Transportation and Food Services departments as well as District and school administrators. Parent input was provided through a survey and through an email address dedicated to Back to School preparation.

During this planning process, the safety and security of our students and staff members remained our top priority as we reviewed the Illinois School Board of Education (ISBE), Centers for Disease Control and Prevention (CDC) and the Illinois Department of Public Health (IDPH) guidelines.
Return to Learn Committees

The following document outlines the details of the comprehensive plans developed by the three planning committees for the 2020-2021 school year.

Health and Wellness Committee
- The Health and Wellness Planning Committee focused on guidelines and protocols for the health and wellness of students and staff which include daily temperature checks, use of PPE and social distancing best practices. This committee also focused on all social-emotional needs of staff and students, as well as the health-related needs of our students and staff.

Instructional Planning Committee
- The Instructional Planning Committee focused on all aspects of this plan related to the instruction of students including the daily instructional model. This includes focus areas on the Illinois Learning Standards, assessments, and resources. Professional development for staff and online supports for students and parents have been part of this committee’s work.

Operations Planning Committee
- The Operations Committee focused on the continuity of operational services under all instructional models. This includes transportation services, nutrition services, facility services, business services, and human resource services.
Staff Members on Committees

**Instruction Team:** Stephanie DelFiacco, Katherine Deters, Jason Kluge, Maureen Kernan, Joanne Jerousek, Cathy Malloy, Lora Lafin, Claire Martin, Sheryl Neff, Kumar Kayastha, Joy McDowell, Soledad Marquez-Jimenez, Kristin Lasky, Laura Tevere, Carrie Neureuther, Sally Kuhn, Kelly Hernandez, Beth Malinski, Shawn Barrett, Greg Leban, Philip Salemi

**Health and Wellness Team:** Philip Salemi, Rich Novy, Dennis Gress, Karen Litwin, Cathy Malloy, Laura Panuska, Matt Bartodziej, Judy Sardinas, Gina Chyka, Shawn Barrett, Wendy Hennings, Dave Geisinger

**Operations and Facilities Team:** Dennis Gress, Greg Leban, Scott Pope, Jakub Banbor, Rena Belfiore, Shirlee Kribbs, Sheri Wagner, Anthony Di Tusa
ISBE/IDPH REQUIREMENTS

The Illinois State Board of Education (ISBE) and Illinois Department of Public Health (IDPH) released their joint guidance on June 23rd. A complete copy of this document can be found by clicking here.

Requirements:

- Face coverings must be worn at all times
- Gatherings of more than 50 individuals in one space are prohibited
- Social distancing must be observed, 6 feet as much as possible
- Screenings and temperature checks must be conducted to ensure that students, staff, and visitors are free of symptoms
- Enhanced cleaning and disinfection procedures must be implemented
ISBE/IDPH REQUIREMENTS

Recommendations (Highlights):

● In-person learning should be implemented to the greatest degree possible.
● Districts should prioritize students with IEPs and English Language Learners for in-person learning.
● Teachers should make daily contact with all students, whether in-person or remotely.
● Consider amending school calendars to include earlier start dates so the first term can be completed prior to a potential second wave of the virus.
● Districts should also prepare for a return to remote instruction in the event of a resurgence of the virus or a second wave in the fall.
● Return to traditional grading, while ensuring that students have all the necessary tools and supports to complete their assignments and address learning goals.
The following principles were developed to guide our decisions in the creation of the 2020-2021 learning plan:

- Educate staff and families about when they/their child(ren) should stay home and when they can return to school.
- The physical and social well-being of our students, staff, and community must remain our top priority.
- Provide purposeful, intentional, and engaging academic (virtual/in-person) experiences for all students.
- Maximize in-person and on-campus learning.
- Teacher efficacy and collaboration are essential to improve student growth.
Guiding Principles

The following principles were developed to guide our decisions in the creation of the 2020-2021 learning plan:

- Fostering a growth mindset positively impacts student learning.
- Prioritize appropriate educational services and supports for special education, English learner, and at-risk student populations.
- Openness to change as we will likely be called upon to do things we’ve not done before for the benefit of our students.
- Flexibility to allow for changing conditions.
- Ongoing communication with all of our critical stakeholders.
**Commitment to Safety**

District 92½ is committed to fostering and enforcing a plan that prioritizes the health and safety of our community while maintaining our commitment to academic excellence. To help prevent the spread of COVID-19, the following safety procedures/protocols will be implemented:

**Cleaning**: Regular cleaning and disinfecting are the best ways to kill the virus on surfaces. To that end, the district will develop schedules that ensure that students begin their school day in a clean and disinfected environment. The purpose of these methods is to ensure the safety of our students, staff, and community.

**Classroom Configuration**: Maintaining the guidelines set forth in Governor Pritzker’s Restore Illinois plan will require classes to be configured differently. Likewise, student movement throughout the school day will be restricted. We realize that, until we reach phase five in the Governor’s plan, our school day and the students’ school experience will be very different from what we are accustomed to. The goal of this reconfiguration is to maintain the social distancing guidelines and minimize the spread of the virus.
### Commitment to Safety - Cleaning

<table>
<thead>
<tr>
<th>Category</th>
<th>Affected Areas</th>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workspaces</td>
<td>Classrooms, Offices</td>
<td>Surfaces disinfected multiple times daily, thoroughly cleaned nightly</td>
</tr>
<tr>
<td>Appliances</td>
<td>Refrigerators, microwaves, coffee machines</td>
<td>Surfaces disinfected daily; Wipes &amp; hand sanitizer available for in between each use</td>
</tr>
<tr>
<td>Electronic Equipment</td>
<td>Copy machines, shared telephones, laminators</td>
<td>Surfaces disinfected daily; Wipes &amp; hand sanitizer available for in between each use</td>
</tr>
<tr>
<td>General Use Objects &amp; Spaces</td>
<td>Door knobs, light switches, sinks, restrooms</td>
<td>Surfaces disinfected daily; Washrooms thoroughly cleaned nightly</td>
</tr>
<tr>
<td>Buses</td>
<td>Bus seats, handles/railing, belts, window controls</td>
<td>One student assigned per seat (unless siblings); Spray disinfected between all routes; thoroughly cleaned every Friday evening</td>
</tr>
</tbody>
</table>

The cleaning solutions utilized by the district are safe for the environment and effective at killing the virus that causes COVID-19.
Commitment to Safety - Classroom Configuration

- Students will arrive/depart school through staggered entrances/exits to limit exposure
- Bus students, car rider students, and students that walk to school will utilize a different single-entry point to limit exposure to additional students
- All students will have their temperatures checked when they arrive to school
- Hand sanitizer will be available for students as they arrive
- Any student with a temperature over 100.4°F will be sent to an isolation area until arrangements are made for the student to go home
- Students will go directly to their classroom upon arrival
Commitment to Safety - Classroom Configuration

- Classrooms will have no more than 15 individuals in the classroom at a time, including teachers and/or classroom aides.
- Classroom furniture will be arranged so students will maintain social distancing from their peers and teachers.
- Windows will be kept open (when possible) for increased ventilation.
- Most students will remain in their classrooms for the duration of their school day. Specialists will support students and classroom teachers throughout the day.
- Specials will occur while students are at home working remotely.
Commitment to Safety - Hallways

All attempts will be made to limit the number of persons within hallways at any given time to the greatest extent possible.

- Limit required movement of students between classes. Teachers and staff will rotate through classes rather than requiring movement/mixing of student groups.
- Provide hallway supervision using hall and bathroom monitors to ensure a limited number of persons enter bathrooms at one time.
- Use marking to designate one-way paths in hallways and designate certain staircases one-way only, as possible.
Commitment to Safety - Hallways (cont.)

- Place floor markings to delineate 6-foot distance between students in locations where they line up. Limit number of riders in elevators to one or two students with an additional adult (when student needs continuous support or supervision).
- WMS will suspend locker usage. Items will be brought into the classroom and kept in a backpack behind desk.
- Encourage students to bring their own, labeled water bottle to avoid using water fountains.
BLENDED INSTRUCTIONAL MODEL

The instructional model for our students will involve a combination of on-site and remote learning that will be facilitated by the separation of our student population into three cohorts, Group A, Group B, and Group C. Students who reside in the same household will be placed in the same group.

The instructional model for our elementary students will involve a combination of on-site and remote learning.

**District 92½ School Hours**

<table>
<thead>
<tr>
<th></th>
<th>AM Supervision</th>
<th>Cohort A &amp; C Start Time</th>
<th>Cohort A Dismiss</th>
<th>Plan/Lunch/Team</th>
<th>PM Supervision</th>
<th>Cohort B Start Time</th>
<th>Cohort B &amp; C Dismiss</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMS</td>
<td>7:50 a.m.</td>
<td>8:00 a.m.</td>
<td>10:40 a.m.</td>
<td>10:45 a.m.</td>
<td>12:05 p.m.</td>
<td>12:15 p.m.</td>
<td>2:55 p.m.</td>
</tr>
<tr>
<td>WPS/WSI</td>
<td>8:30 a.m.</td>
<td>8:40 a.m.</td>
<td>11:15 a.m.</td>
<td>11:20 a.m.</td>
<td>12:40 p.m.</td>
<td>12:50 p.m.</td>
<td>3:25 p.m.</td>
</tr>
</tbody>
</table>
The instructional model for our students will involve a combination of on-site and remote learning.

## Westchester Primary & Intermediate Schools

<table>
<thead>
<tr>
<th>Time</th>
<th>Cohort A</th>
<th>Cohort B</th>
<th>Cohort C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM - 8:40 a.m. - 11:15 a.m.</td>
<td>On-site Instruction</td>
<td>Remote Learning</td>
<td>Remote Learning</td>
</tr>
<tr>
<td>PM - 12:50 p.m. - 3:25 p.m.</td>
<td>Remote Learning</td>
<td>On-site Instruction</td>
<td>Remote Learning</td>
</tr>
</tbody>
</table>

## Westchester Middle School

<table>
<thead>
<tr>
<th>Time</th>
<th>Cohort A</th>
<th>Cohort B</th>
<th>Cohort C</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM - 8:00 a.m. - 10:40 a.m.</td>
<td>On-site Instruction</td>
<td>Remote Learning</td>
<td>Remote Learning</td>
</tr>
<tr>
<td>PM - 12:10 p.m. - 2:55 p.m.</td>
<td>Remote Learning</td>
<td>On-site Instruction</td>
<td>Remote Learning</td>
</tr>
</tbody>
</table>
BLENDED INSTRUCTIONAL MODEL

In an effort to best meet the needs of our most at-risk student populations, the district is also able to accommodate on-site instruction five days per week for all self-contained special education students. We are looking to see how we can accommodate on-site instruction five days per week for all of our Level 1 & 2 English Language Learners (as defined by ACCESS).

For example, this is what a schedule might look like for two students with an IEP in a self-contained classroom depending on the level of support needed as documented by their IEP.

<table>
<thead>
<tr>
<th></th>
<th>AM</th>
<th>Lunch</th>
<th>PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daisy</td>
<td>On-site instruction with Group A general education classroom. Support as needed.</td>
<td>Lunch/Recess/ Specials</td>
<td>On-site instruction with special education teachers to support work completion and address IEP goals.</td>
</tr>
<tr>
<td>Robert</td>
<td>On-site instruction with special education teacher to support work completion and address IEP goals.</td>
<td>Lunch/Recess/ Specials</td>
<td>On-site instruction with special education teacher to support work completion and address IEP goals.</td>
</tr>
</tbody>
</table>
The school day will be two rotations of:

- Two-hours thirty-five minutes in length at WPS and WIS (8:40 a.m. - 11:15 a.m. and 12:50 p.m. - 3:25 p.m.)
- Two-hours forty minutes in length at WMS (8:00 a.m. - 10:40 a.m. and 12:15 p.m. - 2:55 p.m.)

- On-site instruction will be limited to the core content areas (reading, math, science, and social studies) and Social Emotional Learning (SEL).
- Physical education, art, music, arts and tech will be held remotely.
- The Early Childhood and Preschool for All program (PFA) will be held as normal (half-day) (8:40 a.m. - 11:15 a.m. and 12:50 p.m. - 3:25 p.m.)
- Speech, social work, and related services will take place both remotely and on-site, tailored to the specific needs of each individual student.
- On-site class sizes will be smaller in order to allow for six-foot social distancing.
- Middle School students will be in hubs and teachers will move classrooms, not students.
What might an on-site learning day look like for students in grades K-5?

Please note that the schedule on the next slide reflects a student schedule for a Cohort A student (AM on-site).

It would be reversed for Cohort B student (PM on-site).
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40 - 9:00</td>
<td>Attendance and morning meeting</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Bridges Lesson (NC and lesson or Lesson and workplaces)</td>
</tr>
<tr>
<td>10:00 - 11:05</td>
<td>ELA</td>
</tr>
<tr>
<td></td>
<td>Shared Reading mini-lesson (20 min)</td>
</tr>
<tr>
<td></td>
<td>Guided Groups (45 min)</td>
</tr>
<tr>
<td>11:05 - 11:15</td>
<td>Closing circle-dismissal</td>
</tr>
<tr>
<td>11:20 - 12:40</td>
<td>Teacher Lunch/Plan/Team</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Math: Video and Number Corner/workplace/Student Book Activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>2 days Handwriting without Tears Video and Activity</td>
</tr>
<tr>
<td></td>
<td>2 days SS/writing mini-lesson Video and Activity</td>
</tr>
<tr>
<td></td>
<td>1 day Science Video and Activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Log in for art/music/physical education lesson</td>
</tr>
<tr>
<td>15 minutes</td>
<td>IXL Math Online Program</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Raz Kids Online Program</td>
</tr>
<tr>
<td>*30 intervention</td>
<td>In lieu of IXL and Raz Kids</td>
</tr>
</tbody>
</table>
BLENDED INSTRUCTIONAL MODEL

What might a full remote learning day look like for students in grades K-5?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:40 - 9:00</td>
<td>Attendance and morning meeting</td>
</tr>
<tr>
<td>9:00 - 10:00</td>
<td>Bridges Lesson (NC and lesson or Lesson and workplaces) - Virtual over Google Meets</td>
</tr>
<tr>
<td>10:00 - 11:05</td>
<td>ELA - Virtual over Google Meets</td>
</tr>
<tr>
<td></td>
<td>Shared Reading mini-lesson (20 min)</td>
</tr>
<tr>
<td></td>
<td>Guided Groups (45 min)</td>
</tr>
<tr>
<td>11:05 - 11:15</td>
<td>Closing circle - Virtual over Google Meets</td>
</tr>
<tr>
<td>11:20 - 12:40</td>
<td>Teacher Lunch/Plan/Team</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Math: Video and Number Corner/workplace/Student Book Activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>2 days Handwriting without Tears Video and Activity</td>
</tr>
<tr>
<td></td>
<td>2 days SS/writing mini-lesson Video and Activity</td>
</tr>
<tr>
<td></td>
<td>1 day Science Video and Activity</td>
</tr>
<tr>
<td>30 minutes</td>
<td>Log in for art/music/physical education lesson</td>
</tr>
<tr>
<td>15 minutes</td>
<td>IXL Math Online Program</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Raz Kids Online Program</td>
</tr>
<tr>
<td>*30 intervention</td>
<td>In lieu of IXL and Raz Kids</td>
</tr>
<tr>
<td>20 minutes</td>
<td>Log in for a review of the day’s assignments with the classroom teacher</td>
</tr>
</tbody>
</table>
BLENDED INSTRUCTIONAL MODEL

What might an on-site learning day look like for students in grades 6-8?

● Please note that the schedule on the next slide reflects a student schedule for a Cohort A student (AM on-site). It would be reversed for Cohort B student (PM on-site).

● The Sci/SS period could be a week of instruction or a split of 3 days/2 days each week. That is TBD. Band and choir is still being discussed.
<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:10</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:10 - 9:00</td>
<td>Period 1 - ELA, Math, Sci/SS</td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>Period 2 - ELA, Math, Sci/SS</td>
</tr>
<tr>
<td>9:50 - 10:40</td>
<td>Period 3 - ELA, Math, Sci/SS</td>
</tr>
<tr>
<td>10:40</td>
<td>Dismissal</td>
</tr>
<tr>
<td>10:45 - 12:15</td>
<td>Teacher Lunch/Plan/Team</td>
</tr>
<tr>
<td>12:15 - 12:25</td>
<td>Virtual Advisory</td>
</tr>
<tr>
<td>12:25 - 1:15</td>
<td>Period 4 A&amp;T 6 / PE 7 - Log in for the lesson</td>
</tr>
<tr>
<td>1:15 - 2:05</td>
<td>Period 5 A&amp;T 7 / PE 8 - Log in for the lesson</td>
</tr>
<tr>
<td>2:05 - 2:55</td>
<td>Period 6 A&amp;T 8 / PE 6 - Log in for the lesson</td>
</tr>
</tbody>
</table>
What might a full remote learning day look like for students in grades 6-8?
<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:10</td>
<td>Advisory</td>
</tr>
<tr>
<td>8:10 - 9:00</td>
<td>Period 1 - ELA, Math, Sci/SS - Virtual over Google Meets</td>
</tr>
<tr>
<td>9:00 - 9:50</td>
<td>Period 2 - ELA, Math, Sci/SS - Virtual over Google Meets</td>
</tr>
<tr>
<td>9:50 - 10:40</td>
<td>Period 3 - ELA, Math, Sci/SS - Virtual over Google Meets</td>
</tr>
<tr>
<td>10:45 - 12:05</td>
<td>Teacher Lunch/Plan/Team</td>
</tr>
<tr>
<td>12:15 - 12:25</td>
<td>Advisory - Virtual over Google Meets</td>
</tr>
<tr>
<td>12:25 - 1:15</td>
<td>Period 4 - A&amp;T 6 / PE 7 Log in for the lesson 8th Khan Academy/Intervention</td>
</tr>
<tr>
<td>1:15 - 2:05</td>
<td>Period 5 - A&amp;T 7 / PE 8 Log in for the lesson 6th Khan Academy/Intervention</td>
</tr>
<tr>
<td>2:05 - 2:55</td>
<td>Period 6 - A&amp;T 8 / PE 6 Log in for the lesson 7th Khan Academy/Intervention</td>
</tr>
</tbody>
</table>
Deciding Factors for AM/PM Half Day Model

- Students receive in person instruction every day in core subjects (Reading, Math and Science or Social Studies)
- Opportunity for staff and students to be in classroom in smaller setting to ensure social distancing
- Seeing students each day will keep the momentum of learning, relationship building, and class routines
- Seeing students everyday allows us to continue to monitor their social and emotional health
- Students will receive Specials/Arts and Tech remotely to balance out their learning for the day.
Health and Wellness

Virus Suppression

We know that the coronavirus is easily spread and impacts the upper respiratory system. We also have learned that there are steps that can be taken to suppress the virus and keep individuals healthy. By following the below best practices we are confident that we can keep students, staff, and our community healthy. These practices would remain in place until our region reaches phase five of the Governor’s Restore Illinois plan or based on the advice of the Illinois Department of Public Health (IDPH).

Health and Safety Protocols

Health and Wellness

Tips for Parents - Practice and reinforce good prevention habits with your family.

- Avoid close contact with people who are sick
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash
- Wash hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.
- Keep your child at home if sick with any illness. If your child is sick, keep them at home and contact your healthcare provider. Talk with teachers about classroom assignments and activities they can do from home to keep up with their schoolwork.
- Parents should review the following videos with their children
Health and Wellness

Parents should review the following videos with their children:

CDC (handwashing): https://www.cdc.gov/handwashing/posters.html

How to wear face coverings:

How to wash face coverings:
Health and Wellness

Face Coverings
As required by IDPH, except while eating and during band, face coverings must be worn at all times in school buildings, even when social distance is maintained. All individuals in a school building must wear a face-covering unless they have a medical contraindication, are under 2 years of age, have trouble breathing, or are unconscious, incapacitated, or unable to remove the face covering without assistance. Parents should make sure their children come to school with a face covering everyday. Face coverings will be provided when necessary, however the expectation is that children come with face coverings. Face coverings are not required outside if social distance is maintained (if individuals remain 6 feet apart from each other). If staff or students cannot wear face-covering then it would require a physician’s note stating the reason they are not able to wear a face covering.  
https://www.youtube.com/watch?v=ML3n1c0FHDl
Health and Wellness

Face Coverings - What if students refuse to wear a face covering?

Students are required to wear a face covering while in school buildings unless they have a doctor's note. If students refuse to wear a mask they will be escorted to an isolated area. Schools will handle violations in the same manner as other similar violations. Students could be sent home for refusal or we can impose E-Learning for this group of students.

If the student doesn’t wear a mask AND we have a doctor’s note stating the student cannot wear the mask for medical reasons we can either discuss full-time E-Learning with the family or do the following 1) ask for a release to talk to the doctor writing the note to discuss other PPE options – face shields, etc. or 2) increase the level of social distancing during the day with that student in coordination with the parents – the student remains stationary at one desk all day, moved to a smaller classroom where distancing is possible, increase the level of PPE for staff working with that student, etc.
Health and Wellness

System Screenings

The expectation is that parents monitor their child in the morning prior to coming to school. 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. If children are exhibiting any of these symptoms they should stay home and parents should contact a medical provider for evaluation.
**Health and Wellness**

**System Screenings - Student Arrival**

Upon entering the building students’ temperatures will be taken using an infrared thermometer from a staff member. Students who have a temperature of 100.4 degrees Fahrenheit or higher will be routed to the school's COVID-19 holding area for assessment by our health clerk. Parents will be contacted to be picked up. Students will remain in the holding area and social distancing will be enforced. If a student exhibits symptoms during the day, the student will be sent to the health office where they will be screened and moved to the COVID holding area.
Health and Wellness

System Screenings - Student Arrival

- Parents are encouraged to take their students' temperatures every day prior to school arrival.
- Students who have a borderline temperature should go on a follow-up list.
- Staff working doors, checking student temps and symptoms, should carry walkie talkies to communicate with health office and admin (Building admin should select staff).
- We will encourage parents to maintain up to date contact information and emergency contacts in the event their child needs to be sent home from school.
Health and Wellness

Illness at School Protocol - Students

We will keep the student in the designated quarantine area and keep staff/students as far away as possible until parents or emergency contacts can come to the school. The students will be supervised at all times, taking into account appropriate distancing and PPE. In the event that a parent cannot be contacted, all emergency contacts will be contacted. Depending on the severity of the symptoms, we may involve EMS/law enforcement if we cannot reach a parent or emergency contact.
Health and Wellness

Illness at School Protocol - Teachers and Staff

Procedures for when teachers and staff experiences symptoms in the middle of day will include:

- Disinfecting the area where the sick teacher is before the sub comes in, and the teacher will report where they were in the classroom (at desk, walking around, etc.) to have those areas disinfected as well.
- Depending on the timing of reporting and class time, students may be moved to an alternate location.
Illness at School Protocol - COVID-19 Holding Area

- Each school will establish a COVID-19 holding area that is separate from our health office. This area will be used to establish the possibility that a student has COVID-19. Designated staff members will stay with students.
- Staff will have proper PPE (face shield, disposable gown, etc..) and be able to maintain 6ft+ distance in that area. Student(s) will be supervised while they are in the holding area. Parents will be expected to pick children up in a reasonable amount of time.
Health and Wellness

Post Illness Procedures

Students suspected of having COVID-19, whether they were tested or not, should not return to school until 14 days have passed after symptoms first appeared and 72 hours have elapsed from resolution of fever without fever-reducing medication.

Who needs to quarantine?

Anyone who has been in close contact with someone who has COVID-19. This includes people who previously had COVID-19 and people who have taken a serologic (antibody) test and have antibodies to the virus.
Health and Wellness

What counts as close contact?

● You were within 6 feet of someone who has COVID-19 for at least 15 minutes
● You provided care at home to someone who is sick with COVID-19
● You had direct physical contact with the person (touched, hugged, or kissed them)
● You shared eating or drinking utensils
● They sneezed, coughed, or somehow got respiratory droplets on you

Steps to take - Stay home and monitor your health

● Stay home for 14 days after your last contact with a person who has COVID-19
● Watch for fever (100.4 F), cough, shortness of breath, or other symptoms of COVID-19
● If possible, stay away from others, especially people who are at higher risk for getting very sick from COVID-19
Transportation

District 92½ recognizes that transporting students to and from school safely is a high priority. Many of our students rely on bus transportation. The following systems and precautions will be put in place to ensure the safety of our students as they ride school buses.
Transportation

● Families are encouraged to transport their children to school to reduce the number of students on a bus.

● Per CDC guidelines, buses are limited to a maximum of 50 people on a bus at one time (this includes driver and monitors)

● At the bus stop, students will practice social distancing and will wear a mask at all times. Extra masks will be available on all buses for students who arrive at the bus stop without one.

● Students will be required to use district-provided hand sanitizer as they enter the bus.

● Bus riders will board the front of the bus and move to the back of the bus and then unload from the front of the bus to the back to minimize passing other students on the bus.
Health and Wellness

Transportation

- Students will ride one student to a seat and to the greatest extent possible students will leave a vacant seat to the side, and in front and in the back of each rider.
- Siblings or children from the same household will be seated together.
- Students will be required to wear a mask for the duration of the ride.
- Windows will be opened on the bus to increase air circulation if weather permits.
- Upon exiting the bus at school, students will directly enter the school building and go directly to their assigned classroom.
- Buses will be wiped down after the completion of each route.
Health and Wellness

Food Service - Nutrition Services

The United States Department of Agriculture (USDA) has announced that waivers will remain in place for the 2020-2021 school year to accommodate non-congregate meal service. This important waiver means that the District can continue to serve meals to our students as they receive delivery of education through this period.
Health and Wellness

Food Service - Nutrition Services

- Cafeterias will be closed until further notice.

- Students who receive Free and Reduced breakfast and lunch will receive Grab and Go lunch bags as they leave each day. For PM students, they will receive meals for the next day.

- Meals for students enrolled in the Remote Learning Instructional Model must be picked up at the start of each week.

- Health and safety protocols and procedures will remain in place for curbside meal distribution.
Health and Wellness

What’s Next?

● Communicate to families about plan via letter home, social media and school website.

● Send out a Request information from families regarding their intentions for Fall 2020 school year and preference for AM/PM schedule. Special consideration will be considered for family members.

● Send out possible child care options through Right at School and the Westchester Park District.

● Wait for guidance regarding Attendance, Assessment and Grading from ISBE (supposed to be released by end of July).

● Continue to engage in conversations with stakeholders via email, phone and virtual meetings.