

Fall 2020 Reopening Plans

The D39 Fall Planning Committees, Advisory Task Force and Administrative Council have worked to develop a continuum of instructional models for our 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). While the [D39 Reopening Guide 2020-2021](#), the [Reopening Plan Video Presentation](#) and the [Presentation Slides](#) offer a summary of our planning process, the health and safety guidance, the instructional models, and some of the health, safety and school operations logistics that developed as part of our plan, this online FAQ document and other tools/resources that are being developed will provide stakeholders with additional details regarding protocol and procedures as well as many of the frequently asked questions. Please review these resources regularly.

Planning Overview

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 in-person learning and connection as often as possible while abiding by health and safety guidelines. The teams' work to accomplish this goal were 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

Planning Process

Our 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. Our planning teams were organized into the areas of consideration which inform our work, including Health and Safety, School Operations and Logistics, and Teaching and Learning. We set forth to build in-person student learning and connections as often as possible while abiding by state health and safety guidelines. Our teams were guided by our commitments above for return to learning and our plans focused on solutions that were flexible and adaptable for different scenarios, ensuring that learning is targeted, connected, meaningful and manageable while thoughtfully addressing the health and safety needs of students and staff in sustainable ways. We designed plans with these commitments in mind as we work to maximize student learning.

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, our 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)

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

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. This was a challenging task and a heavy lift for all involved. The planning considerations and decisions that were made were not often easy as 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, all while remaining devoted to the unwavering commitments set forth at the onset of this planning process. 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. Thank you for your endless hours of service.

Members of the:

Fall 2020 Planning Committee

Advisory Task Force

Administrative Council

Board of Education

Interactive Table of Contents

[Health and Safety Protocol](#) | [School Operations and Logistics](#) | [Teaching and Learning](#) |
[Special Education and Related Services Programming](#) | [Other](#)

Health and Safety Protocol

- What health and safety protocol will be in place to support safe student arrival at school?
- What safety procedures will be in place to support teachers of young students who often require close proximity of adults?
- What social emotional learning and supports are planned for students?
- What social emotional learning and supports are planned for staff?
- Will more social workers/psychologists be hired to support the social emotional student needs?
- Can teachers wear scrubs to work if desired?
- Will PPE be provided to staff?
- Will staff be provided with medical grade masks and medical grade disinfecting supplies?
- Will PPE be provided for students?
- How many masks should students bring per day?
- Will students be allowed to attend in-person instruction without wearing a mask? What is the established protocol for students that refuse to wear a mask or wear them incorrectly? Will students be provided mask breaks?
- Will the district provide school-wide instruction for staff and students about how to properly wear masks, remove masks, etc.?
- What type of face covering should students and staff wear when at school?
- What is the science behind face shields for teachers?
- What type of training and communication will be implemented to support the proper use of PPE and face masks?
- Can face coverings be removed at certain times?
- Can athletic face coverings, neck warmers or gaiter style masks be used as a substitute for face masks?

- [Can my face mask have a valve or vent?](#)
- In addition to classroom space arrangements, what other specific space considerations have been made in order to support the health and safety of students and staff?
- What types of support and reminders will be implemented to assist in maintaining social distancing among students?
- What is the process for supporting students who are experiencing symptoms of COVID-19 when at school?
- For students/staff who have COVID-19 symptoms, what steps will they need to take before returning to school?
- There are so many potential symptoms of COVID-19 that overlap other illnesses so it's impossible to know which are symptoms of COVID-19 and which are symptoms of something else. What symptoms will require students/staff to stay home from school or to be sent home?
- What will happen if a student or staff members tests positive for COVID-19?
- If a student or staff member has been in contact with someone who tests positive for COVID-19, what steps will be taken?
- Who is a close contact?
- How did the definition of “close contact” change recently?
- If the close contact and the COVID case were both wearing their cloth face coverings when the exposure occurred, is the close contact still required to be quarantined?
- If a confirmed or probable COVID case is identified in a classroom, or on a school bus, who will be considered close contacts that need to be quarantined for 14 calendar days? Will this include the entire classroom or all the students on the bus?
- What if a student or family members tests positive, do the siblings need to quarantine?
- Is a physician’s note required to return to school after a ‘close contact’ to a case completes 14 calendar days in quarantine?
- If a student is home sick with suspected COVID-19 symptoms (e.g., runny nose, fever, diarrhea, etc.), must all their siblings/household members stay home as well?
- If a student tests positive for COVID-19, are the classrooms and classmates of the siblings of the COVID+ student assumed to also be exposed?
- How many symptoms does a person need to have to be considered suspect COVID-19?

- Our current school policy recommends sending children home with a temperature of 100.0o F or greater. The ISBE and CDC guidance both say 100.4o F or greater. Which should we use?
- If the sick person has a known condition causing the symptoms, e.g., allergies, migraine, etc., can this be taken into consideration?
- If a person in the school/district (student or staff) tests positive for COVID-19, should everyone in the school quarantine for 10-14 days?
- If a whole classroom needs to quarantine, will the entire class move to fully remote learning? What if just a single student needs to quarantine?
- What is the protocol for returning to work if a staff member displays symptoms of COVID-19, including having a fever despite no other symptoms?
- What is the protocol for returning to work/school if a staff member or student tests positive for COVID-19?
- Within the in-person model, what happens if a student misses school because of illness and/or symptoms (either covid or non-covid)? What happens if a student assigned to the in-person instructional model must quarantine because of a covid exposure, etc?
- What is the availability for COVID-19 testing for faculty and staff?
- COVID-19 testing may be delayed. If a staff/student is tested COVID-19, will they have to wait for the test results before returning to school?
- In the event an individual has a fever above 100.4 but does not test positive for COVID-19, how long will they be required to be fever free before returning to school?
- Which staff members will be positioned at school entry points taking temperatures and how will those temperatures be taken?
- How will we support our students who experience trauma related to COVID?
- Will staff or students have to quarantine after traveling? What if one parent travels for work?
- What are the exceptions for the travel ban? For example, are personal residences located in other states exempt from these restrictions?
- What is being done to help reduce the potential for exposure and transmission of the virus?
- Will the district direct Wilmette families to follow the CDC guidelines in their personal lives?

- What additional steps will be taken to protect teachers of older elementary students and those students' families?
- Are physicals, health screenings, and immunizations required as usual for the 2020-2021 school year?
- What is the district's contact tracing plan? Who will do contact tracing?
- How long will it take for staff and the community to be notified of positive cases in the district?
- What routines for cleaning and disinfection have been established?
- Daily Cleaning Protocol, Cleaning Throughout the School Day, and Evening Cleaning Routine
- Deep Cleaning Protocol
- What types of cleaning supplies are being used?
- What does the sanitation and cleaning kits for every classroom include?
- Since student lunch will be eaten in the classroom, what protocols or procedures will be in place regarding food allergies and safety?
- Can fans be used within classrooms and/or school hallways as cooling devices or to assist with air circulation/exchange?
- Have the D39 ventilation systems been assessed for proper air exchange as suggested by the CDC?
- Will the district provide air purifiers with HEPA filtration in each classroom and office?

School Operations and Logistics

- Are there any expected revisions to the school calendar?
- Will there be revisions to the mandated school emergency drills this school year?
- Will Early Bird/Before School Care Programs be provided?
- How will school entrance procedures look different?
- What questions will be asked within the health symptom self-certification survey? What happens if a student/family forgets to self-certify?
- What plans and procedures will be followed to support health, safety and proper social distancing throughout the school?
- How many contactless thermometers will be provided to each school?
- Who conducts temperature checks and how long do we think this process will take each morning as students enter?
- How will school dismissal procedures look different?
- Will after school care programs be provided?
- Will enrichment activities and athletic programming be offered?
- What protocol will be implemented to maintain student health and safety on the bus?
- Will child care options be available for 5th-6th grade students as part of the in-person hybrid learning model on days when students are participating in school remotely?
- What protocol will be implemented to support health and safety during lunchtime?
- Will all kids be supervised at all times during lunch?
- Why are the desk shields that are used during lunch opaque?
- What does lunch outside look like?
- When will teachers have time to clean?
- What does recess look like outside and inside?
- Will the students have recess? Will there be a free-play outlet like recess available to the students in the in-person or hybrid models?
- Can you provide more details on how you plan to create bubbles/cohorts of students?
- Will class sizes be reduced for in-person instruction?

- How many students will be in each remote learning class for each grade level?
- We were wondering what will be the class sizes for the remote learners, for example for 2nd Grade? How many students can we expect within a remote learning classroom?
- When and how will the change of student placement occur?
- Will siblings on the 5-8 campus attend school on the same days within the hybrid model?
- Will twins be placed within the same classroom at the elementary level, whether in-person or remote?
- How will classroom set-up look different and help to support social distancing for students?
- How are we limiting the number of adults in and out of rooms?
- Will there be staff members to monitor and enforce safety protocols?
- If a teacher is reassigned as a homeroom teacher at the beginning of the year, will that assignment remain intact for the remainder of the year, even if we move into Phase 5?
- How many kids do we picture being in the building on a given day?
- A major component of science classrooms is safety and providing legal duty of care. Our department undertook training in case law related to science classrooms. I have concerns about students eating lunches in the science classrooms. Are lunch supervisors assigned to one classroom or several? Case law has indicated that students who are injured in a science classroom that is not supervised constitutes negligence.
- Are bathroom and hand washing breaks for students scheduled/assigned for grade levels or can they happen at any time? How many times a day will bathroom breaks be in our schedule, so the bathrooms can be cleaned? How many students are allowed in the bathroom at a time? When will teachers go to the bathroom?
- Will hand sanitizer be provided for classrooms that do not have a sink?
- I noticed that students will not be using lockers this year. What will this look like in the winter more outside gear is needed? Where will students store those personal items?
- What protocol will be implemented within shared spaces for staff?
- I currently share a classroom and office with another teacher. How will I know where each bubble will be located?
- For 5-8 teachers, where do they eat lunch, go to make phone calls, meet with remote students?
- How is the district addressing the paraprofessional and substitute shortage?

- How will substitutes cover multiple days of instruction when a teacher takes an extended absence due to COVID-19? How will subs be able to access the remote component of instruction? Will teachers be required to hand over their passwords to their accounts?
- Will teachers only be able to TAP within their bubble, and if so, will we have enough teachers to do so? If we are crossing bubbles with TAPs, does that defeat the purpose of the bubble and put those teachers and students at increased risk?
- If a teacher is absent for an extended period of time, will the teacher be required to make sub plans?
- How will our custodians be kept safe? Their jobs require them to access the entire building and interact with all students and staff.
- How will the nurse be protected? If the nurse is exposed and has to quarantine, how will the district find a medically qualified sub?
- Will there be a space for nursing moms to use to pump? If so, who will sub in classrooms when teachers need to leave to pump? How will the designated nursing space be cleaned?
- Will Heat Advisory Days be considered on days when there is excessive heat?

Teaching and Learning

- In which areas did the Teaching and Learning Subcommittee focus its attention when planning for improvements to remote learning for the 2020-2021 school year?
- What instructional model elements were improved upon for Enhanced Remote Learning?
- What improvements have been made to curriculum and assessment in support of robust, targeted, engaging and meaningful teaching and learning within the remote environment?
- How will differentiation be provided at the elementary level for both in-person and remote learning?
- How will class placement at the middle and junior high level ensure access to the accelerated math program, especially considering the A/B groupings which may be done by alphabet?
- Will 8th grade students continue to have access to the New Trier Math Program? If so, how will 8th graders attend the New Trier Math class?
- How can teachers assess student learning and challenges, especially as it relates to learning behavior, within the fully remote platform (outside of feedback from e-learning software)?
- Last spring, there wasn't as much "assessment" of how well students were learning during remote learning. How will that be improved in the fall?
- What type of professional development will be available for teachers, paraprofessionals, students and families participating in remote programming?
- Will the teachers for the full remote learning program be dedicated, licensed D39 teachers and will they follow the same curriculum as in-person teachers?
- How will teachers be assigned to full remote vs. in-person classrooms? Is this based on teacher preferences based on their family situations? Are fully remote students going to get teachers who are less experienced with teaching academics?
- What do staffing assignments look like for our teachers in the in-person and the fully remote models?
- I am enrolling my child to participate within the Enhanced Fully Remote Program for 1st semester. Will my elementary student be assigned to a classroom with other students from his home school and will he be assigned to a teacher from his home school?
- We anticipate that students will have a difficult time hearing their teachers' instruction due to the use of masks and face shields. What supports will be put into place to ensure that students will be able to access teacher instruction clearly?

- What are some ways in which in-person instruction looks and feels different from what students and teachers experienced pre-pandemic?
- Does synchronous instruction in a hybrid model need to be 2.5 hours or is that only if you are doing remote instruction every day?
- For learning days within the fully remote program, will teachers continue to post their lessons by the beginning of each day and in a consistent manner?
- Will remote learning for elementary school continue to require a lot of parental involvement. Are there changes planned to mitigate that in the fall?
- What will the job of building paraprofessional look like at the start of the year?
- What will tech support for students, staff and classrooms look like? Will technicians continue to enter the classrooms to troubleshoot device issues? It seems like it might be better to have the student bring the device out into the hallway and/or develop some sort of scheduling/drop-off procedures for support to minimize contact and risk.
- If we go back in-person, what kind of education would we be providing if we have to shut down classrooms or even the whole school for 14 day quarantines?
- Should our region reach Phase 5 and return to full in-person instruction after the first semester, will students that were fully remote learning be required to return to school? Will there be an "onboarding" or orientation process for those students to help ease the transition?
- How will we ensure in-person learning is more effective and less traumatic than remote learning, while following ISBE's guidelines?
- What does the remote learning plan look like if D39 reverts back into remote learning for all students?
- If we would like to teach outside, will the WiFi work?
- My classroom's temperature can be very hot during the first weeks of school. Will there be options to relocate, should that be needed?
- Where will teachers eat their lunches if students are in the classroom? Are we able to all be 6ft apart in the lounge? The plan calls for a larger space, but where will that be?
- Will copy rooms be moved into larger spaces? Right now they are both in very tight spaces and don't allow for much social distancing.
- Will there be a day at the start of the year for teachers to determine non-essential furniture in their classroom and find places to put things that might need to be put someplace else for safe-keeping or to get to during the year?

- What am I expected to provide and grade for students who are learning remotely? Will any of these instructional components take place during my in-person plan time?
- When will schedules be available to staff?
- Will there be professional development on how to best engage students while remaining socially distant in the classroom?
- What does instruction look like on the remote days, and what technology tools, curriculum resources or other online resources that may help to maintain a connection between the in-person classroom/teacher and the student who is participating remotely that day? Or, might a flipped classroom approach or a pre-recorded video be available to provide some (minimal) instruction each day for the students in-person and participating remotely?
- Will the same teachers be teaching and planning both remote and in person instruction?
- Does synchronous lessons mean remote students will be watching/participating with the in person class?
- How might we use our physical space in the classroom to facilitate small group instruction, while adhering to the social distance guidelines?
- For teachers who are reassigned, how will curricular training be implemented so that all teachers are prepared to deliver robust instruction to our students? This is especially important as teachers may be teaching in new content areas.
- Will there be changes to teacher evaluations for the 2020-2021 school year for teachers who are reassigned?
- Are we going to continue to be trained to teach the new science curriculum?
- We will have to adjust many features of our curriculum in order to prevent cross-contact through shared materials. This requires the purchase of additional student-specific materials or supplementary software licenses for virtual experiences. How will budgets account for this need?
- How will we implement our reading workshop curriculum without access to books, math without manipulatives?
- Will MAP testing take place this school year?
- If I choose remote learning, would I continue to be teaching my current grade level?
- If I teach remotely, will I only have students from my home school?
- Would I have the same students/grade level for the second semester if I chose to continue remote teaching and families continue to choose remote learning?

- We anticipate that it will be very challenging to keep young children sitting in one spot through the entire school day. A big part of our curriculum for our youngest learners is socialization and play. How can we best nurture these skills safely?
- What changes in reading intervention support can be expected this year?
- Regarding parents who have previously registered their child for KEEP39, if they choose the remote option, can their KEEP39 deposit be refunded?
- Regarding parents who have previously registered their child for KEEP39, if they choose in-person, but we go remote (temporarily) are we still doing KEEP39 remotely?
- Regarding the KEEP39 program, the hours for the program have been reduced to accommodate lower class sizes and teacher plan time scheduled for the end of the day, are the fees associated with the program also being adjusted?
- If the district must pivot to a fully remote program, even temporarily, will the KEEP39 program continue to be offered?
- Will remote Kindergarten have a general education paraprofessional?
- Will kindergarteners be provided with an iPad/Chrome book? Will we need to print materials for remote learning? Wondering if we need to purchase an iPad and printer in time for the school year to begin.
- The one piece of information shared about related arts under the K-4 enhanced remote learning plan states that there will be two related arts classes in addition to PE. How will it be determined which related arts classes a student will be enrolled in? Will families get to choose and if so, will Spanish be an option?
- Can you provide an example of a K-4 sample schedule?
- Will Science and Social Studies also be taught?
- How will we accomplish this all within our shortened instructional day?
- Will grey days still be implemented?
- What does 2.5 hours of synchronous learning look like for the full remote learning program for grades 1-4?
- Will elementary WIN allow for cross grade level groupings?
- Why are the elementary schools implementing a modified in-person schedule rather than a hybrid option, like grades 5-8?
- Should teachers reach out to remote students and their parents who are not present during synchronous events and other expected activities?

- For the hybrid remote learning support for students and parents, will there be several times throughout the day that students can get help and/or clarification?
- Will the rooms for creative arts be used for many classes?
- 5-8 classroom teachers will have regular check-in times with each child. Can you elaborate on those expectations/parameters?
- What are the expectations for daily synchronous connection within class period for CORE at 5-8 (in the hybrid model)?
- How will the district handle accelerated math?
- How will students access and participate in their New Trier Math Courses?
- If 5-8 students are not receiving live, synchronous, direct instruction during each period of their remote learning days, does this mean that students will only access half of their instructional content for the first semester?
- World Language and some creative arts/elective courses will be provided remote only. However, for the ones that would not be remote only, will bubbles of students be overlapping? If we are crossing bubbles for electives/creative arts courses, does this defeat the purpose of the bubble and put those teachers and students at increased risk?
- How will World Language work at 5-8? Who will be supervising the students during WL and how will these students receive their instruction? How will students practice speaking languages if they are doing it remotely in their classroom in 5-8?
- Are my calculations correct in that CA arts teachers will be face to face with potentially 144 students per day, 2 bubbles of 12 kids, 6 classes per day?
- If the remote students are also taking a creative arts class, how will this be facilitated? Will it be during planning times or on our own time, or will there be a designated class period set aside for remote classes?
- In the hybrid model, when the students are working remotely what are the expectations since they are following the schedule? It appears that we are teaching 3 sections of each class period daily.
- How can we support 5-8 homeroom teachers in providing additional SEL support for students as we look beyond the Second Step curriculum?
- Will passing periods be extended to accommodate instances when teachers need to walk students to classes?
- Will we be implementing SBG at HMS in the coming year?

- What will remote WIN look like? Who will be teaching this class? How will all students be placed into a small group?
- Does the 5-8 instructional plan abide by the teacher contract regarding plan time and supervision duties?
- The presentation noted that students will primarily be in one classroom for the day. How does this work with 5-8 science classes? Our lab classrooms meet required safety regulations and are designed to maximize our science instruction. If science teachers were to move from class to class, we would be in situations where we could not safely conduct demonstrations for the students. It would be better for students to safely move to and from the science room for instruction, rather than the teacher to non-science classrooms.
- Will 5-8 Creative arts teachers and PE/Health teachers be on the same rotations as in the past for their instruction?
- At WJHS we have a AA team of four teachers. How does this model impact the AA teams?
- Will the fully remote schedule at 5-8 follow a 9-period day or will there be a block schedule?

Special Education and Related Services Programming

- How is District 39 planning for students with IEPs?
- Will there still be opportunities for inclusion and/or participation with typical peers?
- What data is being used to support the fact that it is safe to return to in-person instruction in any form?
- On page 22, the special education slide reads, “most students will remain with their general education peers and receive services based on their current IEP”. What does this mean? Does this mean students with IEPs who have pull-out service minutes will not be permitted to leave their “homeroom” to get services?
- What will related services look like?
- How are you addressing the needs of students with 504 accommodation plans?
- Will IEP and 504 meetings be held in-person?
- What will preschool services through the Lechner Early Education Program (LEEP) look like?
- What will services for English Learners look like?
- My child was going to be evaluated in the spring, but we could not collect data while learning remotely. What will happen now?
- If a student with an IEP is enrolled in the Enhanced Remote Option, but due for a re-evaluation during the fall semester, can the testing be completed remotely?
- Special education teachers and related services providers see students across multiple grade levels. How will we ensure safety for students and staff?
- How will social work services be delivered--will all students have to be seen individually if they are in person or will social work services be delivered remote only, even if a social worker is physically at school?
- Students benefit from working in small groups. Will we be able to continue grouping students? What about students from different classes?
- How will important elements regarding how we deliver special education and related services be determined and communicated to families?
- How will LBSs deliver special education services (e.g., Academic Strategies, Instructional Math, reading groups) remotely/virtually without violating FERPA and maintaining confidentiality?

- Who will determine how services are delivered for students with IEPs? Will we, as the educators, have input on this decision?
- How will caseloads be determined? Will special education and related services staff be expected to provide both in-person and remote services to children choosing different models?
- How will SPED plans be adapted in ever changing environments?
- For some of our students (e.g., students with comprehensive needs, preschool students), it is extremely difficult to tolerate masks and maintain social distancing. How will we address these situations?
- What will we do if we have a student in crisis? How will we remain socially distant and keep everyone safe?
- What will happen with students who are enrolled for in-person learning and cannot adhere to the health and safety protocols?
- If a student has to quarantine, how will they get instruction while quarantining? What is the protocol for providing special education services if students have to quarantine? If they are seen in groups for special education services and some group members have to quarantine and others don't, how do we handle this?
- What is the guidance for staff to maintain social distancing when assisting our youngest students with routines such as washing hands/diaper changing/assistance with feeding & tube feeding?
- How do we plan to assign paraprofessionals to students and maintain bubble cohorts for classrooms?
- How will all the materials in the Lechner Early Education Program (LEEP) be cleaned between the am/pm classes?
- How will Early Childhood evaluations and screenings be conducted?
- How will we disinfect our offices in between students? Will we be responsible for sanitizing ourselves?
- Can staff members work alongside students if needed (for a short time) or must we keep 6 foot distance at all times?
- Can I physically help my students organizationally with their I-pad, notebooks, binders, books, and materials so they can be organized/successful?
- How are movement breaks going to work? In the past I would take my students for walks in the hallway. Will this still be allowed?

Other

- Where can I find additional information regarding the phases and restrictions of the Governor's Restore Illinois Plan and School Reopening Guidance?
- Within which region is Wilmette located and where can I learn more about the health data and information relied upon to guide movement between the phases of the Governor's Restore Illinois Plan?
- What are other data and metrics is the District considering to inform and evaluate its reopening timeline for in-person instruction?
- Where can I learn more about the guidance and requirements for school reopening by the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) and the Center for Disease Control and Prevention (CDC)?
- Why was the D39 School Calendar revised and how do the Wilmette Welcome Weeks support our students and staff?
- At the Special Meeting of the Board of Education on August 13, 2020, several important needs were identified to support a successful transition to in-person instruction within District 39. What were those needs?
- Could the Human Resources department please send to the teachers (or post on the website and give a heads up) any new FMLA or LOA considerations related to COVID if/when they evolve?
- Will staff stakeholders be provided with a choice to be remote or in-person, similar to how families were presented with the choice?
- How will remote teachers be chosen?
- If teachers teach remotely this year, does that in any way limit their ability to return to their 2019-2020 team and position (as with some maternity leave/ sabbatical situations)?
- Will the district accept liability for any health implications that result from staff being exposed to Covid at work?
- Can I personally be held liable by a family as it pertains to Covid-19?
- What additional time off and coverage is provided to employees via the Families First Coronavirus Response Act (FFCRA)?
- The Families First Coronavirus Response Act (FFCRA) provides additional time off related to COVID. The provisions of FFCRA are summarized below:

- What is the district doing to consider and potentially address the childcare needs of teachers? How will the district plan for employee childcare when so many neighboring districts have chosen remote plans for education?
- If I am seeking COVID-19 testing for myself or another member of my family, has the district identified any specific locations and/or partnerships?
- If we return to a hybrid or in-person learning, how many positive COVID tests will it take to revert back to remote learning?
- Can families change their enrollment commitment after school starts?
- If a family submits their enrollment commitment form for full remote learning and then decides that they would like to enroll in in-person instruction in September, will the district allow this transfer? What about in the other direction?
- Can athletic face coverings, e.g., neck warmers or gaiter style be used as a substitute for face masks?
- Can my face mask have a valve or vent?
- Will wifi be available outdoors at Highcrest Middle School and Wilmette Junior High School?

Health and Safety Protocol

The following areas were carefully considered and thoughtfully planned by our Health and Safety Planning Committee with support from our Administrative Council and guidance from our Community Advisory Task Force.

Health and Safety Considerations

<p>Health and Wellbeing of Students and Staff</p> <ul style="list-style-type: none"> • Health and Safety • Mental Health and Intellectual Well-being • Vulnerable Populations - medical/health/age restrictions • Special Education Needs and Services • Grade Level Limitations and Structures • Temperature/Symptom Checks • Interruptions and Ongoing Adjustments • Flexibility 	<p>Sanitation Procedures</p> <ol style="list-style-type: none"> 1. Daily, Weekly and Targeted Cleaning 2. In-Between Groups of Students 3. Washrooms, Common Areas and Large Group Spaces 4. Handwashing and Hand Sanitizer 5. Allergens and Allergy Sensitivities 6. Air Quality, Circulation and Climate Control 7. Close Physical Proximity for Those In Need 8. Non-student/Non-staff Access to Buildings 9. Costs, Responsiveness and Sustainability
<p>Social-Emotional Needs and Supports</p> <ol style="list-style-type: none"> 1. Social-Emotional Curriculum, Instruction and Adjustments 2. Targeted Emotional Supports 3. Transition Supports for Return to School 4. School Culture, Climate and Connections 5. Professional Development 	<p>PPE Availability and Viability</p> <ol style="list-style-type: none"> 1. Masks 2. Gloves 3. Thermometers and Other Health/Safety Equipment 4. Other Supportive Equipment 5. National Supply Chain and Availability 6. District Provided vs. Individually Supplied 7. Unique Student Needs and Limitations 8. Costs, Availability and Sustainability

What health and safety protocol will be in place to support safe student arrival at school?

Families are required to complete a daily self-certification health symptoms checklist prior to arriving at school. Temperature checks will be conducted once students arrive at school using thermal cameras and contactless thermometers. In addition, frequent reminders of health guidelines and expectations will be provided.

What safety procedures will be in place to support teachers of young students who often require close proximity of adults?

Based on our research and the science and health/safety guidelines that have been established, staff will be required to wear face masks. Face shields will also be available to staff members as an additional option, but does not replace the face mask. Frequent hand washing and hand sanitizer will also be available and will need to be incorporated into every classroom daily routine. Finally, gloves will be available for staff who may need to use these for certain tasks related to their job responsibilities and interactions with children.

What social emotional learning and supports are planned for students?

Universal social emotional screenings/surveys will be conducted at every grade level. Staff will strive for connection and understanding of students' evolving social emotional

needs, especially with regard to our August return to learn. Instruction and interventions will be personalized for students based on collected data as well as information provided by families/students regarding other needs. Classroom teachers will schedule a regular, dedicated check-in time with each student. In addition, the following supports are planned.

- Staff will be provided with resources and training to embed social and emotional strategies into academic learning.
- Additional supports will be provided to support students through the unique transition challenges of changing from Kindergarten, to elementary school, to HMS, to WJHS.
- Provide activities/protocols/advice to help families become comfortable sending their children back to school along with additional support and webinar resources.
- Post welcoming and supportive signage in student areas.

What social emotional learning and supports are planned for staff?

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.

Frequent checks will be conducted with staff to gain an understanding of staff needs, especially in the fall during a return to learning. Collectively, we will strive for connection and understanding among all employees of the evolving social emotional learning and professional development needs of staff.

Time and opportunities will be provided for staff to engage in self-care and well-being activities and conversations. All staff will need to support health and safety efforts for themselves and their students. Staff supports will include:

- 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.
- Coaching and time to help develop strategies to support students' social and

emotional needs.

Will more social workers/psychologists be hired to support the social emotional student needs?

We will consider the need for additional social workers if we are unable to meet the social emotional needs of students due to staffing.

Can teachers wear scrubs to work if desired?

Teachers are welcome to wear scrubs to school.

Will PPE be provided to staff?

All individuals within school buildings will be required to wear a face mask at all times. All staff will be provided with a face mask and a face shield, and staff will be expected to wear their face mask when working with students. While staff will not be required to wear the district-provided face mask, each individual's face mask must be snug and cover the mouth and nose. Some staff members will be provided additional or specialized PPE equipment needed to perform essential functions of their job (e.g. nurses, speech-language pathologists and custodians). In addition, a personal desk shield is provided for each student and staff working within an in-person classroom. Gloves and additional cleaning/sanitation supplies will be provided along with hand soap and hand sanitizer. Training, education and reinforcement of healthy practices related to PPE use will be provided. Expectations and protocol will be communicated and reinforced in ongoing ways. Updates to Board policies and school handbooks will require face mask use within schools. Extra face masks will be available for students and staff, as needed. The procurement/use of sustainable or reusable supplies will be made as much as possible, and the District is confident that these materials will be available for staff at the start of the school year. The ISBE has indicated that they will provide an additional face mask for each staff member; however, we are not yet aware of expected delivery of these masks.

Will staff be provided with medical grade masks and medical grade disinfecting supplies?

Staff will be provided with what is recommended by the IDPH and ISBE. Currently, medical grade PPE and disinfecting materials are not recommended. The disinfecting materials will protect against the COVID virus.

Will PPE be provided for students?

Students will be expected to wear their own preferred face mask to school each day and throughout the school day. Families may wish to purchase several washable face masks for use throughout the week. Extra face masks will be available for student use in cases of emergency or when a replacement mask is otherwise needed. The ISBE has indicated that they will provide an additional face mask for each student attending in-person instruction; however, we are not yet aware of expected delivery of these masks. A personal desk shield is provided for each student learning within an in-person classroom.

How many masks should students bring per day?

Students are encouraged to bring three masks to school daily, in case one breaks or becomes soiled. Extra disposable masks will be available in the case of an emergency.

Will students be allowed to attend in-person instruction without wearing a mask? What is the established protocol for students that refuse to wear a mask or wear them incorrectly?

Will students be provided mask breaks?

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.

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.

Will the district provide school-wide instruction for staff and students about how to properly wear masks, remove masks, etc.?

Instruction about how to wear face coverings will be provided. All staff will be responsible for ensuring that students and other staff members are wearing face coverings. If there are repeated instances of the same student or staff member not following these expectations, administration will address.

What type of face covering should students and staff wear when at school?

Current guidelines indicate the need for the nose and mouth to be covered. There is no requirement as to the number of layers or specific “grade” of face covering needed. Simply, the mouth and nose must be covered.

What is the science behind face shields for teachers?

The face shields are intended to provide an additional layer of safety for staff.

<https://www.nytimes.com/2020/05/24/health/coronavirus-face-shields.html>

What type of training and communication will be implemented to support the proper use of PPE and face masks?

Expectations and protocols will be communicated to staff and families outlining PPE and district requirements aligned with IDPH/ISBE guidance. These communications will include a review of the required fit as well as the types of masks that are the most effective. All students and staff are encouraged to practice wearing masks indoors, and to wear masks anytime indoors in public locations or when 6 feet of social distancing cannot be maintained.

Can face coverings be removed at certain times?

Yes – face coverings may be temporarily removed at school:

- When eating
- When outdoors and physical distancing of at least 6 feet can be maintained
- When playing a musical instrument outdoors with at least 6 feet social distancing
- If using a face shield only when other methods of protection are not available or appropriate (See IDPH guidance on appropriate use of face shields. Teachers needing to show facial expressions where it is important for students to see how a teacher pronounces words (e.g., English learners, early childhood, foreign language, etc.). However, teachers will be required to resume wearing face coverings as soon as possible. Preferred alternatives to teachers wearing face shields include clear face coverings or video instruction. There must be strict adherence to social distancing when a face shield is utilized. Face shields may be worn in addition to snug face coverings/masks as added protection.)

Strict adherence to social distancing should be maintained when face coverings are removed in limited situations.

Can athletic face coverings, neck warmers or gaiter style masks be used as a substitute for face masks?

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.

Can my face mask have a valve or vent?

No. The purpose of face covering is to keep respiratory droplets from reaching others. Face masks with valves or vents allow for particles to be exhaled which could result in droplets reaching others. CDC does not recommend use of face masks that have valves or vents.

In addition to classroom space arrangements, what other specific space considerations have been made in order to support the health and safety of students and staff?

- Create a quarantine space within each school.
- Reethink use of common/shared spaces
- Create hallway procedures that minimizes traffic and provides direction for social distancing.
- Remove furniture or block furniture found in common areas so it cannot be used.
- Limit riders in all elevators and provide safe elevator use guidance.
- Limit locker usage.
- Implement safety protocols for music and physical education instruction.
- Develop guidance on how students with food allergies will safely eat.

What types of support and reminders will be implemented to assist in maintaining social distancing among students?

All classroom assignments have been established to ensure smaller class sizes in order to allow for a full 6 feet of social distancing among all individuals within a classroom and across all school environments. In addition, visual reminders of social distancing will be posted throughout schools and social distancing will be explicitly taught and reinforced for students.

What is the process for supporting students who are experiencing symptoms of COVID-19 when at school?

If, after completing the health symptoms self-certification survey and temperature check protocol prior to entrance to the school, a student is complaining of or displaying symptoms consistent with COVID-19, the students should be referred to the school nurse for evaluation. Currently [identified symptoms of COVID-19](#) include: 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. After evaluation by the school nurse, individuals exhibiting symptoms will be quarantined and the family will be contacted for immediate pick-up from school. The family will be asked to reach out to their personal physician or medical provider for evaluation, treatment, and information about when they can return to school.

For students/staff who have COVID-19 symptoms, what steps will they need to take before returning to school?

A student/staff member's medical provider will direct them when the student/staff member can return to work/school. The Illinois Department of Public Health advised the following on August 13, 2020.

- All students and staff sent home with COVID-like symptoms should be diagnostically tested.
- Student and staff should remain home from school until they receive the test results. 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.
- 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. Schools and districts should assist families in locating free or reduced cost medical clinics for assistance where needed.
- 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.
- Medical evaluation and COVID-19 diagnostic testing is strongly recommended for all persons with COVID-like symptoms.

There are so many potential symptoms of COVID-19 that overlap other illnesses so it's impossible to know which are symptoms of COVID-19 and which are symptoms of something else. What symptoms will require students/staff to stay home from school or to be sent home?

If a staff member or student is experiencing symptoms on the self certification checklist, they should not come to work/school. They will need to alert the school nurse (students) and HR (staff) and follow up with his/her medical provider.

What will happen if a student or staff members tests positive for COVID-19?

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) will quarantine at home for 10-14 days, monitor symptoms and follow medical guidance from their doctor. The definition of “close contact” includes anyone with a 15 minute or more total exposure time to a positive case within 6 feet, anytime from two days before symptoms to the time the case is in isolation or away from the contact. 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](#). A chart guiding this response is provided below and on page 35 of the [D39 Reopening Guide](#).

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 <i>(updated with IDPH Guidance on 8/13/2020)</i>	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 	10 calendar days (minimum)

<p>have improved before returning to school.</p> <ul style="list-style-type: none"> • 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 • <i>See below for more information regarding school building and classroom procedures, if a student or staff member tests positive for COVID-19.</i> 	
<p>Student or staff member exhibits one or more symptoms of COVID-19</p> <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 diagnostically tested. Student/staff should remain home from school until they receive the test results. • 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/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 	<p>10 calendar days (minimum)</p>

negative COVID-19 test result should accompany a student or staff member returning to school with an alternative diagnosis after experiencing COVID-like symptoms.	
Student/staff member has a temperature higher than 100.4 F with no other COVID-19 symptoms <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
Student/staff member had close contact with someone who tested positive for COVID-19 <ul style="list-style-type: none"> The window for close contact is within the past 14 calendar days ‘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. Period of exclusion starts on the date of the most recent close contact. The close contact can happen at school, home, community, etc. In these cases, parents will be called to pick up students immediately. 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 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. 	14 calendar days (minimum)
Student/staff member had close contact with someone who is exhibiting one or more COVID-19 symptoms <ul style="list-style-type: none"> The window for close contact is within the past 14 days ‘Close contact’ means that the student/staff member was within 6 feet of a symptomatic person 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. Period of exclusion starts on the date of the most recent close contact The close contact can happen at school, home, community, etc. If one member of the household is being evaluated for COVID-19, the rest of the household must be quarantined until 	14 calendar days (minimum)

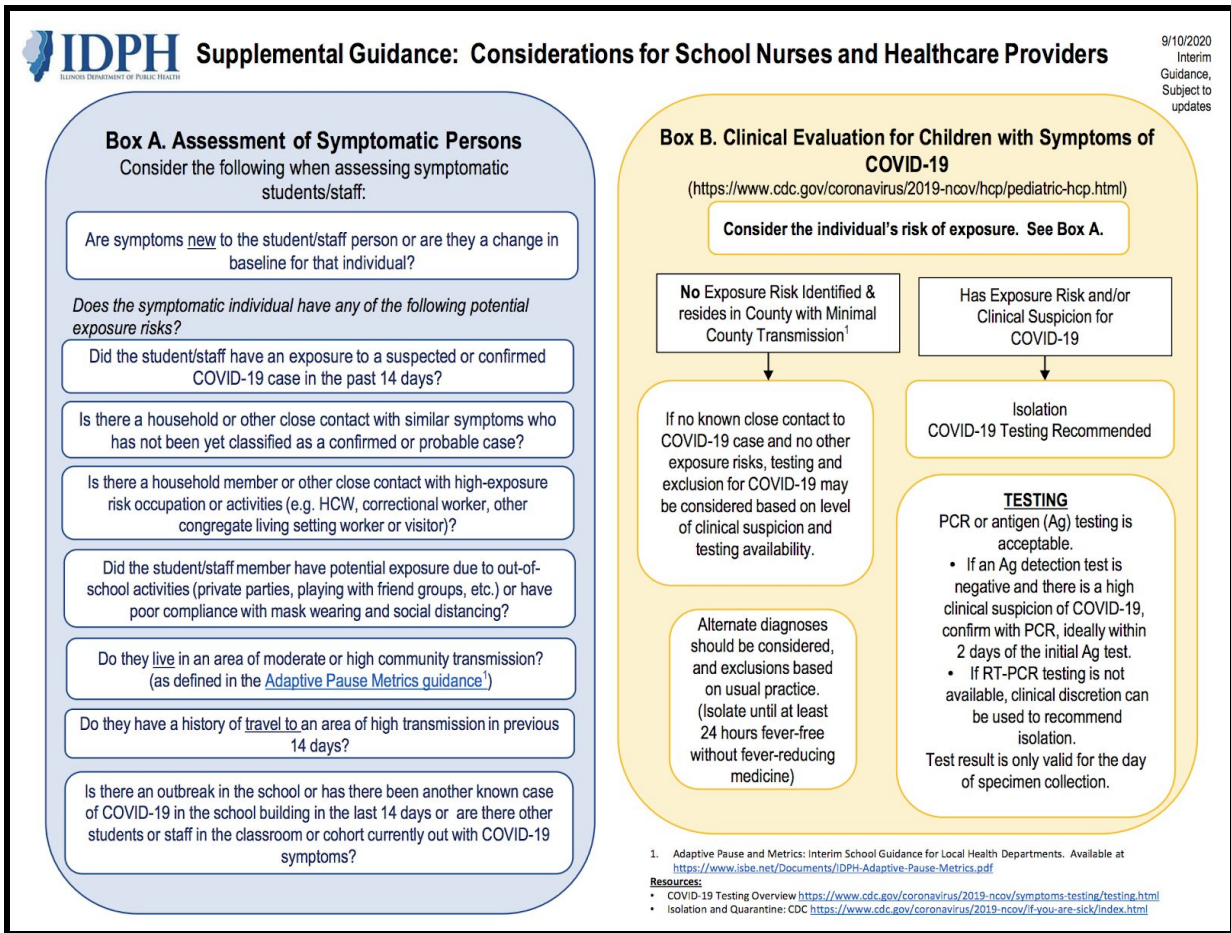
an alternative diagnosis is made or negative result received. If the sick student becomes a confirmed case, see box above.	
Student/staff member has returned from a location with sustained widespread transmission designated as <u>Travel Warning 3</u>	14 calendar days (minimum)
<ul style="list-style-type: none"> Quarantine for 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 symptoms ² 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 <u>Strongly Recommended</u> 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 (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.)	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 ⁵ 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) ⁷	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 we 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.

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

- If an employee or student develops symptoms in the evening and/or cannot self-certify in the morning:
 - The staff or student should remain home, report their absence and seek medical evaluation.
 - The room will be cleaned and the electrostatic sprayer will be applied as part of the evening cleaning routine.
 - 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.
- 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 UVC 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.

If a student or staff member has been in contact with someone who tests positive for COVID-19, what steps will be taken?

Individuals with close contact exposure to a positive case of COVID-19 (in any setting) will quarantine at home for 10-14 days, monitor symptoms and follow medical guidance from their doctor. The definition of “close contact” was updated by the Cook County Department of Public Health on August 6th to include anyone with a 15 minute or more total exposure time to a positive case within 6 feet, anytime from two days before symptoms to the time the case is in isolation or away from the contact. Guidance from the Department of Public Health will be adhered to for quarantine and school closures. See details above for additional guidance and protocol.

Who is a close contact?

A close contact is anyone (with or without a face covering) who was within 6 feet of a confirmed case of COVID-19 (with or without a face covering), for at least 15 minutes throughout the course of a day. The period of close contact begins 2 calendar days before the onset of symptoms (for a symptomatic person) or 2 calendar days before the positive sample was obtained (for an asymptomatic person). If the case was symptomatic (e.g., coughing, sneezing), persons with briefer periods of exposure may also be considered contacts. Close contacts to a confirmed case of COVID-19 are required to remain in

quarantine at home for 14 calendar days starting from the last day of contact with the confirmed case

How did the definition of “close contact” change recently?

The definition of “close contact” was updated by the Cook County Department of Public Health on August 6th to include anyone with a 15 minute or more total exposure time to a positive case within 6 feet, anytime from two days before symptoms to the time the case is in isolation or away from the contact. This is a cumulative calculation of time.

Previously, school districts were advised that individuals with close contact exposure to a positive case of COVID-19 (in any setting) was defined as within 6 feet of the COVID+ individual for more than 15 minutes. This was understood to be a consecutive calculation of time. This updated definition is significant as it may result in expanded identification of individuals within “close contact” of a COVID+ individual; however, the bubbling/pod system will assist in contact tracing within our schools. This updated definition was affirmed by the IDPH in their updated guidance to schools on August 13, 2020.

If the close contact and the COVID case were both wearing their cloth face coverings when the exposure occurred, is the close contact still required to be quarantined?

Yes. While there is strong evidence that face coverings significantly reduce the risk of infection, the likelihood for transmission cannot be ruled out.

If a confirmed or probable COVID case is identified in a classroom, or on a school bus, who will be considered close contacts that need to be quarantined for 14 calendar days? Will this include the entire classroom or all the students on the bus?

Exposure in a classroom should be limited to everyone with whom the confirmed or probable COVID case had close contact, within 6 feet, for at least 15 minutes throughout the course of a day. Exposure on a bus must include everyone who sat within 6 feet of the confirmed or probable COVID case for 15 minutes or longer. A possible approach to identifying close contacts on a bus would be to include persons who sat 3 rows in front and 3 rows behind the confirmed or probable COVID case.

What if a student or family members tests positive, do the siblings need to quarantine?

As described above, 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 total exposure time to a positive case, anytime from two days before symptoms to the time the case is in isolation or away from the contact, will quarantine at home for 10-14 days, monitor symptoms and follow medical guidance from their doctor. It is assumed that family members within the same household meet the criteria of close contact; thus, if a family member is diagnosed, it is most probable that all members of the household will quarantine for 10-14 days. Guidance from the Department of Public Health will be adhered to for quarantine and school closures. See details above for additional guidance and protocol.

Is a physician's note required to return to school after a 'close contact' to a case completes 14 calendar days in quarantine?

Persons who remain asymptomatic throughout 14 calendar days of quarantine do not need a physician's note to return to school. During the quarantine period, a contact tracer will be closely monitoring the contact to confirm they remain asymptomatic.

If a student is home sick with suspected COVID-19 symptoms (e.g., runny nose, fever, diarrhea, etc.), must all their siblings/household members stay home as well?

Yes, if one of the household members is being evaluated for COVID-19, the rest of the household must be quarantined until an alternative diagnosis is made or negative result received. If the sick student becomes a confirmed case (i.e., tests 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 isolated within the household.

If a student tests positive for COVID-19, are the classrooms and classmates of the siblings of the COVID+ student assumed to also be exposed?

Not necessarily. Caution will be taken to evaluate the potential contacts and exposure, and guidance from the Department of Public Health will be followed for quarantine of family members. Following the above guidance, it is likely that the sibling will be required to quarantine for 10-14 days due to the probable close contact exposure to the COVID+ case of a member of the household. The sibling would then quarantine at home for 10-14 days, monitor symptoms and follow medical guidance from their doctor. However, the sibling's contacts do not meet the criteria for close contact exposure to a positive case of COVID-19, which is defined as within 6 feet of the COVID+ individual for more than 15 minutes cumulative. (The sibling's contacts are sometimes referred to as "a contact-of-a-contact." A contact-of-a-contact, such as the sibling's classmates in this scenario, are not presumed to have close contact exposure with the COVID+ individual.) Nonetheless, caution will be taken to evaluate the potential contacts and exposure, and guidance from the Department of Public Health will be followed for quarantine and school closures. See details above for additional guidance and protocol.

How many symptoms does a person need to have to be considered suspect COVID-19?

Students and staff exhibiting one or more COVID-like symptoms should be immediately isolated, and evaluated. Schools should evaluate each student/staff to determine if this symptom is new or if it is part of an existing condition for this student/staff.

Our current school policy recommends sending children home with a temperature of 100.0o F or greater. The ISBE and CDC guidance both say 100.4o F or greater. Which should we use?

For consistency with CDC and Illinois Joint Guidance for Schools, it is recommended that schools use $\geq 100.4^{\circ}\text{F}$ as the threshold for fever.

If the sick person has a known condition causing the symptoms, e.g., allergies, migraine, etc., can this be taken into consideration?

Every symptomatic person should be evaluated by their healthcare provider on a case-by-case basis and decisions to test for COVID-19 should be based on their personal health history. Diagnostic testing is strongly encouraged whenever an individual experiences COVID-like symptoms as it is possible to have COVID-19 and other health conditions at the same time. Early diagnosis can prevent further transmission. Individuals who have undergone testing should remain home away from others while waiting for COVID-19 test results.

If a person in the school/district (student or staff) tests positive for COVID-19, should everyone in the school quarantine for 10-14 days?

Current guidelines indicate exposure as prolonged contact for more than 15 minutes cumulative and less than 6 ft apart. Based on this guideline it is expected that the need to quarantine would apply to some individuals. See details above for additional guidance and protocol.

If a whole classroom needs to quarantine, will the entire class move to fully remote learning? What if just a single student needs to quarantine?

If a whole in-person class needs to quarantine, then yes the whole class will transition to the enhanced full remote program for the duration of the quarantine. This is one of the many reasons we wanted to ensure that all teachers and students have experience with the enhanced remote learning program within the first week of school. If a student needs to quarantine, they will be able to work on schoolwork at home.

What is the protocol for returning to work if a staff member displays symptoms of COVID-19, including having a fever despite no other symptoms?

Currently [identified symptoms of COVID-19](#) include: 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 a staff member displays symptoms consistent with COVID-19, the staff member will be asked to reach out to their personal physician or medical provider for evaluation, treatment, and information about when they can return to work. See details above for additional guidance and protocol.

What is the protocol for returning to work/school if a staff member or student tests positive for COVID-19?

If a staff member or student tests positive for COVID-19, the staff member or student will be asked to reach out to a medical provider for evaluation, treatment, and information about when they can return to work/school. In accordance with state and federal guidance, school community members who are sick should not return to school until they have met criteria to return. The quarantine requirements from the CDC for a

confirmed case state that 24 hours must elapse from resolution of fever without fever reducing medication and 10 days must pass after symptoms first appeared. This guidance is referenced on page 30-31 of the [ISBE/IDPH PART 3 - TRANSITION JOINT GUIDANCE](#). A doctor's note will be required for a return to work/school. See details above for additional guidance and protocol.

Within the in-person model, what happens if a student misses school because of illness and/or symptoms (either covid or non-covid)? What happens if a student assigned to the in-person instructional model must quarantine because of a covid exposure, etc?

Absences will be handled for in-person program in a similar manner as in previous years. Work will be sent home and students will be provided instruction for work completion and return. Fortunately, the student would be able to follow along using Schoology for the days at home and also have the teacher checking in on them periodically, as occurs within the hybrid model. This will be easier to accomplish through the many communication tools that are being used more consistently now than in previous years, such as SeeSaw and schoology.

What is the availability for COVID-19 testing for faculty and staff?

We are collaborating with our government officials at the Village of Wilmette to ensure that testing is available. However, testing sites are also available throughout communities and some employees may wish to access those sites or their own physician for convenience or other reasons. In addition, the district is exploring options for additional access to rapid testing should an employee need it.

COVID-19 testing may be delayed. If a staff/student is tested COVID-19, will they have to wait for the test results before returning to school?

Unfortunately, the person tested will need to know the results of the test before considering returning to school or work. Rapid-results testing is becoming more readily available and the district is exploring additional opportunities for priority access to these sites for faculty, staff and students. In addition, the district is exploring options for additional access to rapid testing should an employee need it.

In the event an individual has a fever above 100.4 but does not test positive for COVID-19, how long will they be required to be fever free before returning to school?

Typically, 24 hours must elapse from resolution of fever without fever reducing medication. Under our current plan, if an individual has a fever above 100.4, then seventy-two (72) hours must elapse from resolution of fever without fever reducing medication.

Which staff members will be positioned at school entry points taking temperatures and how will those temperatures be taken?

Temperature checks conducted upon arrival will be performed by trained adults through the use of contactless thermometers and/or a heat thermal camera.

How will we support our students who experience trauma related to COVID?

As with any crisis that affects our school community, we will come together and support our children, the staff and families. We have crisis protocols in place to guide us through these difficult times.

Will staff or students have to quarantine after traveling? What if one parent travels for work?

Help keep our students, staff and community safe. There are currently several states listed on the Cook County travel ban list. The first day of in-person instruction for some students will begin on September 8th. Thus, we ask all families enrolled for in-person instruction to plan for these travel restrictions beginning Monday, August 24th (14 days prior to the first day of in-person instruction). For more information, please review the [information regarding travel bans provided by the Cook County Department of Public Health](#).

Regarding travel bans and quarantine requirements, the guidance and requirements set forth by the State of Illinois and the Cook County Department of Public Health will be followed. Students and staff are expected to adhere to these guidelines. Just as any other community member, parents or other community members will be expected to adhere to these guidelines as well.

Anyone who has traveled internationally in the past 14 calendar days should stay home and monitor their health. There is no current statewide guidance in Illinois for quarantining domestic travelers. However, some counties or municipalities do require or recommend 14 calendar days of quarantine for travelers returning from states with high community prevalence of COVID-19. IDPH does receive frequent notifications of travel related exposures. If public health is notified that a student or staff member is a contact to a COVID-19 case as a result of travel, quarantine for 14 calendar days will be required. As an employer working with vulnerable populations, school administrators may consider advising staff who travel that they are required to quarantine (if exposed) due to travel.

What are the exceptions for the travel ban? For example, are personal residences located in other states exempt from these restrictions?

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

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.

What is being done to help reduce the potential for exposure and transmission of the virus?

Students are being organized into instructional bubbles or cohort pods to limit interpersonal contact as well as between group interaction. Student movement throughout the building will be very limited and students will primarily remain within their single bubble of student peers (typically 11-18 students) throughout the entire school day without intermixing. Visitors, non-essential school entrance, and after hours building rentals/use will be strictly prohibited. In addition, the following steps are being implemented.

- Place student friendly signage in high visibility locations.
- Create a checklist of items for families on what should be cleaned at home and at what interval.
- Make hand sanitizer available upon entry to the schools.
- Provide hand sanitizer in the schools for students and staff use.
- Build in opportunities for hand-washing/sanitation of hands throughout the day.
- Restrict or discourage the borrowing or sharing of any items.
- Desk shields will be provided to all students and staff working within an in-person classroom.
- Dividers/barriers will be added to common areas and office spaces where needed.
- Suspend use of water fountains but maintain use of water fillers.
- Create or maintain appropriate spacing between sinks and urinals in washrooms.
- Do not use locker rooms and uniforms.
- Implement toileting procedures for specific classrooms.

Will the district direct Wilmette families to follow the CDC guidelines in their personal lives?

While the school district does not have the authority to enforce adherence to the CDC guidelines and recommendations related to COVID among families; we will continue to educate, remind and encourage adherence to these recommended best practices as well as healthy habits, guidelines and expectations for adherence. The district plans to create a

community “pledge” of commitments for students and families to further support adherence. We will continue to make information available as we receive it.

What additional steps will be taken to protect teachers of older elementary students and those students’ families?

The recommended precautions outlined in the D39 return to school plan are applicable to all age groups and recommended for everyone over the age of 2. If new guidance comes out recommended for the ages of our students, we will review and consider within our plan.

Are physicals, health screenings, and immunizations required as usual for the 2020-2021 school year?

Yes. All health-specific requirements remain in effect for students at this time. The Illinois State Board of Education has not waived or altered any requirements for health exams and/or screenings.

What is the district’s contact tracing plan? Who will do contact tracing?

The district will maintain records of all classroom assignments for students as well as teacher and staff assignments. These records will assist in implementing the communication plan identified above and contact tracing for possible contacts within the school. Contract tracing and communication will be aided substantially by the bubbling system. In addition, the district will follow any guidance provided by the Department of Public Health regarding contact tracing and notification protocol.

We will work with the Cook County Department of Public Health in follow-up to any positive COVID-19 case identified for an individual who has entered our school building as described in our FAQs, and will follow their guidance. Contact tracing will be performed by the Local Health Department (LHD), sometimes in partnership with DPH or a community-based organization. However, schools can assist the LHD by identifying all close contacts of a confirmed case within the school. Schools must be aware of records and confidentiality laws pertaining to school student records, including exceptions for release of information in the event of an emergency and requirements to notify parents and create a record of emergency releases of information. (105 ILCS 10/6(a)(7); 23 Il. Admin. Code 375.60).

As the District understands it, our responsibility will be to contact trace and notify those who have had contact within the school. Our bubbling system and staff assignment records will assist us in accomplishing this within our school. Parents, visitors, outside vendors and building rentals will not be allowed within the building to limit exposure and to ensure we have clear and accurate records of who has been inside of our buildings. Notification and the communication plan described within the FAQ will be implemented.

How long will it take for staff and the community to be notified of positive cases in the district?

Please see answer to question above: “What will happen if a student or staff members

tests positive for COVID-19?” As described, the Cook County Health Department will be immediately notified, and the district will implement their guidance. As soon as a positive case of COVID-19 is confirmed, the district will implement its communication plan. Communication will be sent via email to all staff in the workplace indicating there is a positive COVID diagnosis of a student or staff member and when that student or staff member was last physically present within the building. Communication to families will follow. (No identifying information can be provided without consent of the staff member or student’s family.)

What routines for cleaning and disinfection have been established?

All classrooms will be cleaned nightly with a disinfecting routine. Recurring cleaning of high touch surfaces will occur throughout the school day along with additional targeted cleaning of bathrooms and other specified locations. Where food is consumed (e.g. within classrooms for lunch), specific cleaning routines will be performed by trained adults to clean/disinfect these areas prior to resuming instruction. Sanitation kits will also be maintained within each classroom and restocked as needed/requested. A special cleaning protocol will be followed to clean and disinfect all areas when a student or staff member is diagnosed with COVID-19. Any areas of the school used by a sick person will be closed off and not used until after proper cleaning and disinfection procedures have been completed. It is advised by the CDC to wait at least 24 hours before cleaning and disinfecting; if 24 hours are not possible, wait as long as possible. In addition to the deep cleaning protocol performed by custodial staff, specialized UV-C light apparatus have been purchased to be used as an additional disinfecting measure. Specialized training will be provided for use of these UV-C light apparatus.

Daily Cleaning Protocol

Surfaces will be cleaned at the end of the day using the Alpha-HP Multi-Surface Disinfectant Cleaner and microfiber rags. High volume touch surfaces will be cleaned during the day as well. Other areas covered in the daily cleaning include bathrooms, sinks, hallways, and drinking fountains. The garbage and recycling will be removed each day, with garbage also being collected after lunchtime is over. Spaces with carpet are vacuumed and areas with tile floors are cleaned using microfiber mops.

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 cleaning routine.

Deep Cleaning Protocol

The district's deep cleaning process includes all of the daily cleaning procedures plus using Oxivir Five 16 concentrate to clean surface areas. Additionally, the district has ordered UV-C light lamps to use in any classroom or other space as an extra layer of cleaning surfaces. 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.

What types of cleaning supplies are being used?

The standard cleaning supplies include Alpha-HP Multi-Surface Disinfectant Cleaner and Oxivir Five 16 concentrate. Surfaces are wiped clean using microfiber rags that are cleaned in a washer and dryer after each use. Links to the safety data sheets for each product are below.

[Alpha-HP Multi-surface disinfectant cleaner.pdf](#)

[Oxivir Five 16 Concentrate.pdf](#)

What does the sanitation and cleaning kits for every classroom include?

1. Microfiber rags (dirty ones taken away and cleaned daily),
2. Plastic bottle with Alpha-HP multi-surface disinfectant cleaner
3. Face shield
4. Gloves
5. Hand sanitizer
6. Soap/paper towels in rooms with sinks

Since student lunch will be eaten in the classroom, what protocols or procedures will be in place regarding food allergies and safety?

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.)

Can fans be used within classrooms and/or school hallways as cooling devices or to assist with air circulation/exchange?

According to the CDC (Considerations for K-12 Schools: Readiness and Planning Tool), 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 to maintain these 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.

Have the D39 ventilation systems been assessed for proper air exchange as suggested by the CDC?

Regarding ventilation systems, air exchange, filters and purification systems, building ventilations systems and air exchange rates, our ventilation systems are regularly

inspected and must comply with school code regulations. Opening windows and use of the univents systems for air exchange adhere to these air exchange requirements. Additional information is being added to our FAQ document regarding air exchange and ventilation within our schools. 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, with minimums set at the 10% rate during operational hours. This process runs from approximately 6am to 7pm each school day. In reviewing these settings with the district's engineer, the district has set the air exchange rate at 35-40% during operational hours. Opening windows and use of indirect fans is also encouraged. In the univents we use fiberglass filters, what we use now is the best we can. It filters the outside air and then goes over a chilled or heated coil, then into the classroom. These filters are changed four times a year. 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. That said, if you have particular concerns regarding your unique medical needs and believe you may require additional accommodation or possible leave, you are encouraged to consult with your physician and then contact Heather Glowacki to discuss your needs and potential options.

Will the district provide air purifiers with HEPA filtration in each classroom and office?

No. Our investigation of the use of HEPA filters precludes the required 10% outside air being brought in through the univents. HEPA filters would cause us to be out of compliance with required ventilation standards. Instead, the univent ventilation systems and air handler systems each include filters and air filtration as described above, which comply with required air exchange rates while providing air filtration. Within our district's univents we use fiberglass filters, what we use now is the best we can. It filters the outside air and then goes over a chilled or heated coil, then into the classroom. These filters are changed four times a year. 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.

School Operations and Logistics

The following areas were carefully considered and thoughtfully planned by our School Operations and Logistics Planning Committee with support from our Administrative Council and guidance from our Community Advisory Task Force.

School Operations and Logistics Considerations

<p>Physical Restrictions for Social Distancing</p> <ul style="list-style-type: none"> • Number of students per class • Number of students per building • Space limitations and social distancing requirements • Classroom arrangement, offices and communal shared spaces • Hallway configurations • Lunch and Recess • Specials, PE and other rotation courses • Substitute staff • Supervision • Transportation • Alternate scheduling • Parent/School interaction requirements • Non-student/non-staff access to buildings 	<p>Food Service, Transportation and Arrival/Dismissal Procedures</p> <ol style="list-style-type: none"> 1. Food service 2. Lunch location (ie. cafeteria vs classroom) 3. Recess 4. Student arrival/dismissal 5. Supervision 6. Student pick up/drop off procedures 7. Number of students per bus 8. Staggered times 9. Sanitation 10. Costs and sustainability of services
<p>Weekly/Yearly Schedule</p> <ol style="list-style-type: none"> 1. Earlier or later start date to the school year 2. Staggered start/end times 3. Staggered attendance or rotating attendance schedules 4. Shortened days 5. Partial days in hybrid approach 6. Flexibility in opening/closing school 7. Institute Days 8. Parent Events (Curriculum Nights, etc.) 	<p>Extracurricular Programming</p> <ol style="list-style-type: none"> 1. Schedule changes 2. Seasonal changes 3. Athletics, jazz band and large group extracurricular clubs 4. Co-curricular activities 5. Online vs. virtual clubs 6. Small and large group gathering restrictions 7. Before/After Care Programs and Clubs <p>Opportunities and Options</p>

Are there any expected revisions to the school calendar?

It is the recommendation of the Planning Committee that August 24-26 be used as Institute Days for staff professional development and training. August 27 and 28 will be the first days of student attendance with targeted small-group half-day attendance for students. The goal of these first few shortened schedule days will be to introduce and familiarize students to their new learning environment and expectations while providing targeted guidance within a small, supportive setting as well as additional professional development time for teachers. Teachers will see students for half days on both Thursday and Friday, and use the other half of the day for professional development. The February Institute day is being canceled to accommodate this important development time earlier in the school year. In addition, school districts are required this year to repurpose November 3, 2020 as a non-school/non-attendance day due to the election day.

Will there be revisions to the mandated school emergency drills this school year?

Schools are annually required to conduct emergency drills with students, including tornado drills, fire drills, bus evaluation drills and active shooter drills. At this time, we are working to schedule these within the timeframe requirement; however, we are also seeking guidance from the Regional Office of Education regarding adjustments to these requirements and timelines. Many of these drills must be completed within the first 90

days of school.

Will Early Bird/Before School Care Programs be provided?

Early Bird/Before School Care Programs will be provided on a limited basis for kindergarten-6th grade students when students are attending in-person classes. No food will be provided, nor will food from home be allowed to be consumed. Student activities will be limited, depending on space (likely a movie with social distancing will be provided within the auditorium).

How will school entrance procedures look different?

School arrival times will be staggered at elementary schools and entrance locations will be strategically assigned to ensure proper social distancing and symptom checks for all students prior to entry to the school building. A daily health symptoms self-certification will be completed for each student at home prior to leaving for school. As we get closer to the start of school, we will communicate the plan for self-certification to families. Upon arrival at school, students will proceed to their designated door for a contactless temperature check prior to entering the school building. In addition, parents will be required to wear masks on school grounds for drop-off/pick-up and designated areas for parents will be identified away from the building. All staff will be expected to symptom and temperature check at home. All individuals entering the building will be required to wear a mask for the duration of their time on campus.

What questions will be asked within the health symptom self-certification survey? What happens if a student/family forgets to self-certify?

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. 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. The individual will be referred to a medical provider for evaluation, treatment, and information about when they can return to school. 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 sent to the school nurse for evaluation/follow-up.

What plans and procedures will be followed to support health, safety and proper social distancing throughout the school?

Hallways

- Two-way hallways will have directional arrows on the floor and reminders for distancing.
- Teachers will walk classes to and from other classes per schedule.
- 5-8: Hallway supervisors

Lockers & Backpacks

- No lockers to start the year (reconsider with winter gear)
- Minimal materials brought from home for EC & Kindergarten
- Backpacks will hold materials in 1st - 8th grades, and will be kept at desks.
- Students need to be able to manage their own shoes, clothing and materials.

Bathrooms

- Assign bathrooms for use by groups of students.
- Grades 1-4: Assign class bathroom schedule
- Grades 5-8: QR codes for tracking and disposable passes.
- Emergency bathroom needs outside of the scheduled breaks will be permitted
- The number of students allowed within a bathroom at one time will be limited.
- Frequent bathroom cleaning will be performed throughout the day.
- Some bathroom fixtures will be closed/disabled to encourage proper distancing within the bathroom.
- Teachers will use faculty bathrooms

Drinking Fountains

- Drinking fountains will not be available for use.
- Water bottle filling stations only.

How many contactless thermometers will be provided to each school?

Each school will be provided with, at minimum, 10 contactless handheld thermometers. In addition, 1 thermal camera will be provided to each elementary school and 2 thermal cameras will be provided to Highcrest Middle School and Wilmette Junior High School.

Who conducts temperature checks and how long do we think this process will take each morning as students enter?

Staff assigned to morning supervision will conduct temperature checks.

How will school dismissal procedures look different?

The following plans will be implemented to support social distancing and safe dismissal.

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

Highcrest 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

Will after school care programs be provided?

Campus Clubs/CARE will be offered by the park district at Romona Elementary School and at Highcrest Middle School. This programming will replace the Den/Nest Program previously offered at HMS. In addition, the district is in conversations with the park district regarding additional options that the park district may provide for after school child care. Families are encouraged to review the Wilmette Park District programming guide for options and availability.

Will enrichment activities and athletic programming be offered?

All in-person enrichment activities and athletic programming is suspended for the fall. Virtual opportunities may be offered. Sender districts to NTHS are not offering in-person athletics. Wilmette Schools have aligned with conference counterparts and made the difficult decision to suspend all in-person fall athletics.

What protocol will be implemented to maintain student health and safety on the bus?

- One child per seat (except siblings)
- Mandatory masks at all times
- Assigned seats; use route to assign seats to provide maximum social distancing
- Home self-certification before getting on bus
- Increased time between routes for thorough cleaning by North Shore Transit
- Bus orientation at start of year for students
- May need to limit routes if all routes cannot be safely and reliably run under these requirements

ISBE permits up to 50 students on a bus. D39 has taken an even more conservative approach, limiting seating to one student per seat. The higher seatbacks and requirement of face coverings make this transport safer. Additionally, students will have strategically assigned seats so that they are spread out on the bus for as long as possible during the route. Students who do not follow these expectations will be subject to discipline procedures. The audio and video footage of each route will allow administration to follow-up with students who do not follow the expectations.

Will child care options be available for 5th-6th grade students as part of the in-person hybrid learning model on days when students are participating in school remotely?

The district is in conversations with the park district regarding additional options that the park district may provide for 5th and 6th grade students on remote learning days. The park district has indicated they will be developing programming options to meet this identified need. Families are encouraged to review the Wilmette Park District programming guide for options and availability.

What protocol will be implemented to support health and safety during lunchtime?

All students will eat in their classroom at their desk on a tray or other desk covering with desk shields up. Classrooms will be encouraged to eat outside when weather permits. Students will wash hands before and after eating. Garbage will be placed in the hall and

collected after lunch. Cleaning protocol will be implemented by trained adults following lunch prior to instruction resuming. Food service will be provided but will include only one pre-ordered, boxed, cold lunch option daily. Lunch supervisors will be responsible for supervising during this period of time.

Will all kids be supervised at all times during lunch?

There will be a supervisor assigned to 1-2 classrooms at a time. The goal is for the supervisor to be able to walk between two closely located classrooms to monitor the students.

Why are the desk shields that are used during lunch opaque instead of clear plexiglass? They do not allow the kids to see each other during the rare moments that they do not have masks on and limit interaction among students during lunch.

The district was rather intentional about purchasing opaque desk dividers to be used during lunch. When masks are down and desk shields are up, the intention is that students will not be talking with one another. The opaque dividers are intended to help with this as a signal of the quieter moments that should accompany the times when our students are not wearing masks. Music, audio books and occasional videos will be played during these quieter moments of lunch. When masks go back up, desk shields can come down and students are able to quietly socialize and/or go outside for recess at the elementary level. The district has purchased clear dividers for teachers and staff. These dividers are meant to be installed more permanently at the teachers' teaching space or podium. While these clear dividers are very useful for teaching; they are not as durable for student use and would need to have been permanently installed on student desks if we were to use them as student desk shields. We did not find that this level of division would be helpful as a permanent addition to our student desks. Thus, we have opaque dividers to put up when masks come down and students should not be talking. When masks are up and students are sitting at their desks already socially distant from one another, we did not want an additional layer of separation between our students.

What does lunch outside look like?

If able to eat outside, students would be assigned an 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.

When will teachers have time to clean?

Teachers will not be expected to clean as part of their regular teaching duties or responsibilities. Custodians will be cleaning high touch surfaces throughout the school day in addition to the cleaning and disinfecting responsibilities that occurs during the day and the nightly cleaning of each classroom. Each classroom will be equipped with a cleaning supply kit that will allow adults to properly clean if needed during the day. After students eat lunch, a trained adult will clean desk surfaces before students continue their studies in the afternoon. Some teachers may elect to serve as a lunch supervisor for an additional stipend and, as such, may serve in this capacity.

What does recess look like outside and inside?

Students in grades k-4 will not be permitted to play on the playground equipment as a large group. However, structured recess will be provided. All students will have opportunities to be outside, move and get fresh air. Structured games led by the supervisor would be possible. Masks will be required to be worn if 6 feet of distance is not maintained in the activity/game. The recess area will be split into zones in order to maintain spacing and classroom bubbles. Inside recess will be in the classrooms.

There will be no recess in grades 5-8. Students will have PE. Shared equipment and playground equipment (HMS) will not be permitted.

Use of playgrounds during the school day will be suspended for the short-term. We hope to reopen our playgrounds for school-day use in the near future. Playgrounds are accessible by families after school hours as supervised by parents/guardians.

Will the students have recess? Will there be a free-play outlet like recess available to the students in the in-person or hybrid models?

Yes, elementary students will have recess; however, this time will be more structured and supervised than was typically experienced for recess times pre-pandemic. Recess will be a structured and closely supervised time, and may incorporate physical education instruction and/or music and movement instruction. It is unlikely this time will include free play or open choice time, as previously experienced.

Can you provide more details on how you plan to create bubbles/cohorts of students?

Regarding the creation of bubbles/cohorts, bubbles of students will be created through classroom assignments, based upon the enrollment commitments required of families by August 6. While we cannot control what happens outside of school, we will continue to reiterate our expectations and guidelines for safe habits inside and outside of school. We are taking every step to comply with the IDPH guidelines and CDC best practice to support the health and wellbeing of all individuals within our school.

Will class sizes be reduced for in-person instruction?

Yes. In-person class sizes are reduced for in-person instruction. Within most elementary school classrooms, the class size will be approximately **16-18 students** based on the square footage available within the classroom. Some may be slightly smaller or slightly larger based on the physical size of the room. At our 5-8 campus, classes are reduced to approximately 24 students per classroom with only half of those students attending in-person on any given day. Thus, in-person instruction for 5th-8th grade classes for core instruction will be approximately **11-12 students**. These reduced class sizes provide all individuals within each classroom at least 6 feet of distancing when at their desk/learning space.

How many students will be in each remote learning class for each grade level?

Remote learning classes are not restricted by the physical distancing guidelines required

for in-person instruction; however, remote instructional classes will be created with our typical guidance for class sizes here within the Wilmette Public Schools. Class size guidance in our district suggests we maintain class size averages of no more than 24 in grades K-2, 27 in grades 3-5, and 29 in grades 6-8. While these are not maximum restrictions, these are the guidelines for class size that we make every effort to maintain.

We were wondering what will be the class sizes for the remote learners, for example for 2nd Grade? How many students can we expect within a remote learning classroom?

Our building administrators have been working diligently the week of August 24th to finalize class placements and course schedules for all students based upon enrollment commitments and final adjustments. We are excited to announce elementary homeroom teacher assignments and 5th-8th grade schedules on Friday, August 28.

Currently, our elementary remote teaching sections have an average class size of 22 students. In 2nd grade, class sizes are 20-21 students for our enhanced remote learning program. As I am sure you can imagine, we have slightly different enrollment numbers at each grade level within our remote program and are offering 3-4 sections of remote instruction at each grade. Some grades have class sizes as low as 18, and our sections at 3rd grade, where we experienced our largest remote enrollment, include 26-27 students. As we have worked through remote student assignments, we have also made every effort to ensure that elementary students are assigned into classrooms with home school peers, as well.

At 5th-8th grade, our homerooms are approximately 24 students whether remote or in-person. In a typical year, 5th-8th grade homeroom sections can go up to 27-29 students, but there is variance depending on enrollment each year within each grade level.

When and how will the change of student placement occur?

Building administration will be adjusting student placements based upon enrollment commitments. Homeroom teacher assignments and 5th-8th grade class schedules will be announced to families on Friday, August 28.

Will siblings on the 5-8 campus attend school on the same days within the hybrid model?

Yes.

Will twins be placed within the same classroom at the elementary level, whether in-person or remote?

Yes

How will classroom set-up look different and help to support social distancing for students?

In addition to bubbling students within single classrooms and limiting all class sizes to ensure ample space for consistent adherence to 6 feet of social distancing, the arrangement of furniture and supplies within classrooms will further support social distancing. Students will sit in desks that are spaced for social distancing and facing the

same direction. Administrators will work with teachers to ensure 6 feet of distancing. Floors will be marked to indicate where desks should be placed. Non-essential furniture will be removed, including teachers' personal furniture. All furniture needs to be able to be sanitized daily. (The collaborative model of desk arrangements offered by ISBE may be considered after the first three weeks of school, provided all individuals remain 6 feet apart and no other distancing concerns are identified.)

How are we limiting the number of adults in and out of rooms?

The bubbling concept described above helps to limit group size and group interactions, thus reducing transmission and exposure risks overall. The goal is to minimize the need for students to interact in large numbers with other student groups. Faculty and staff will need to interact with various groups of students in order to complete the essential functions of the job; however, the bubbling system helps to reduce large group interactions within and between groups.

Will there be staff members to monitor and enforce safety protocols?

All faculty and staff will be responsible for monitoring student behaviors and safety. If a student repeatedly fails to adhere to safety and behavioral expectations, building procedures for addressing student discipline should be followed. Everyone shares this responsibility and should feel empowered to talk to peers or mention a break in procedure to an administrator. The administrative council will regularly review implementation adherence and discuss this topic.

If a teacher is reassigned as a homeroom teacher at the beginning of the year, will that assignment remain intact for the remainder of the year, even if we move into Phase 5?

Yes, reassigned teachers will have the assignment even if we move to phase 5.

How many kids do we picture being in the building on a given day?

At this time we do not know how many families will elect remote learning; however, our earlier surveys indicated that approximately 20% of families may opt for a fully remote learning program. Once enrollment commitments are received, we expect about half of the in-person students to be present at HMS and WJHS each day. All of the in-person students will be present each day at the elementary schools; however, class size will be reduced and the school-day schedule will be shortened.

A major component of science classrooms is safety and providing legal duty of care. Our department undertook training in case law related to science classrooms. I have concerns about students eating lunches in the science classrooms. Are lunch supervisors assigned to one classroom or several? Case law has indicated that students who are injured in a science classroom that is not supervised constitutes negligence.

Students will be supervised during lunch - or any other period - with one supervisor for two classes. In a hybrid model, there will be a ratio of 24-28 students per supervisor. An important aspect of the start of the year transition will focus on student expectations, including appropriate behavior within the classroom.

Are bathroom and hand washing breaks for students scheduled/assigned for grade levels or can they happen at any time? How many times a day will bathroom breaks be in our schedule, so the bathrooms can be cleaned? How many students are allowed in the bathroom at a time? When will teachers go to the bathroom?

A bathroom break and hand washing schedule will be determined at each school depending on the size of the bathroom and the instructional schedule. Each school will provide a building schedule inclusive of these breaks. 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, and 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. Teachers will have access to faculty restrooms. Breaks include lunch, plan time, during specials instruction and within the regular 5-8 campus schedule.

Will hand sanitizer be provided for classrooms that do not have a sink?

Yes. Classrooms that do not have a sink will be prioritized both for hand sanitizer and within the bathroom break schedule.

I noticed that students will not be using lockers this year. What will this look like in the winter more outside gear is needed? Where will students store those personal items?

The use of lockers will be re-examined when colder weather conditions arise. Students may be assigned a locker to keep only these belongings during the school day. Any future locker assignments will be made to socially distance students and minimize the need for additional high touch cleaning (i.e. no locks).

What protocol will be implemented within shared spaces for staff?

Main Office

- Barrier in front of secretaries' desks.
- Prop door open between building and office.
- Limit number of people in office.

Staff Workroom/Copy Room

- Limit the number of people in the workroom at any given time.
- Use hand sanitizer when entering and exiting room
- Provide gloves, wipes and/or hand-sanitizer.

Staff Lunchroom

- A larger staff lounge space will be provided that allows for social distancing.
- Staff wipes down their own space before and after eating.
- Desk shields and trays will be provided.
- Designated space for food deliveries.
- Sanitize hands when entering and exiting the staff break room.

Staff Meetings

- All staff meetings will be held remotely.
- IEP meetings and other parent meetings will be held remotely.

- Small group teacher meetings may be held in-person only if social distancing and mask wearing are fully planned for and adhered to and all team members agree.

I currently share a classroom and office with another teacher. How will I know where each bubble will be located?

Administration will provide classroom assignments for the school year, as well as office assignments. Traditionally shared spaces will be reallocated to support social distancing and adequate space/ventilation.

For 5-8 teachers, where do they eat lunch, go to make phone calls, meet with remote students?

Teachers will be assigned places to eat and plan when their classroom spaces are not available. Office spaces will be assigned to one person, and allocations and assignments for others who traditionally share offices will be made. Teachers will be able to use adjoining office space to classrooms while students are in the room, provided the door is closed.

How is the district addressing the paraprofessional and substitute shortage?

The district is hiring additional staff in order to assist in covering the anticipated substitute shortage, and may also consider possible reassignment of staff to ensure additional coverage is available.

How will substitutes cover multiple days of instruction when a teacher takes an extended absence due to COVID-19? How will subs be able to access the remote component of instruction? Will teachers be required to hand over their passwords to their accounts?

This will be handled on a case by case basis. Depending on the expected length of absence, it will be handled as we do day-to-day subs or long-term substitute assignments, depending on the need and expected duration of absence.

Will teachers only be able to TAP within their bubble, and if so, will we have enough teachers to do so? If we are crossing bubbles with TAPs, does that defeat the purpose of the bubble and put those teachers and students at increased risk?

Teachers are not required to stay exclusively within their bubble. Bubbles are designed for students specifically. Teachers may move between homeroom classroom environments to provide instruction to different homeroom bubbles. This is especially true in grades 5-8. Thus, TAPing could be available even outside of a teacher's assigned bubble. That said, every effort will be made to limit the between-group interactions for all involved, whenever possible.

Regarding substitutes, the district is hiring additional staff in order to assist in covering the anticipated substitute shortage, and may also consider possible reassignment of staff to ensure additional coverage is available.

If a teacher is absent for an extended period of time, will the teacher be required to make sub plans?

The same procedures for long-term absences will be in place this school year. If the teacher is unable to make sub plans, the plans will be made by someone else, as has been done in the past.

How will our custodians be kept safe? Their jobs require them to access the entire building and interact with all students and staff.

All staff, including custodians, will follow the expected guidelines for safety- face coverings, social distancing, washing hands, etc. Our custodial team members have equipment to protect themselves as they clean up throughout the school. Custodians successfully supported students and staff during in-person summer school for special education this summer at two schools.

How will the nurse be protected? If the nurse is exposed and has to quarantine, how will the district find a medically qualified sub?

The nurse will have additional PPE such as scrubs and a quarantine space for students with symptoms, in addition to the standard PPE. They have training to work with people who have infectious diseases. If a nurse is unable to be at work, we have sub nurses and we have access to agency nurses if needed.

Will there be a space for nursing moms to use to pump? If so, who will sub in classrooms when teachers need to leave to pump? How will the designated nursing space be cleaned?

Yes, there will be space available for nursing moms to use as usual. Timing is dependent on the teacher and their respective class schedules. When students are at a specials/related arts class, students will be supervised by the specials teachers. The same cleaning protocol and practices will be used in all spaces in the school.

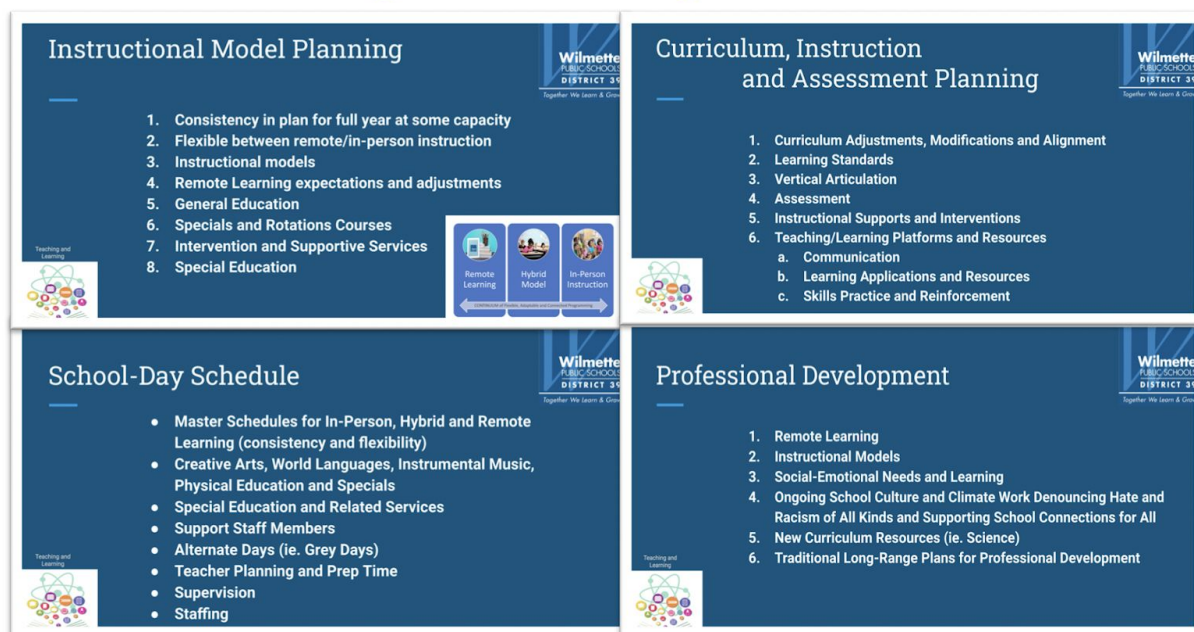
Will Heat Advisory Days be considered on days when there is excessive heat?

Yes. A protocol for considering Heat Advisory Days and the potential transition to remote learning on these days is being developed township-wide.

Teaching and Learning

The following areas were carefully considered and thoughtfully planned by our Teaching and Learning Planning Committee with support from our Administrative Council and guidance from our Community Advisory Task Force.

Teaching and Learning Considerations



In which areas did the Teaching and Learning Subcommittee focus its attention when planning for improvements to remote learning for the 2020-2021 school year?

The Teaching and Learning Subcommittee focused on the following areas for improvement and enhancement for remote learning programming: Instructional Model, School-Day Schedule, Curriculum and Assessment, Professional Development, and Special Education. Last June, staff held meetings to reflect on the feedback from families and provide additional insight to this work through their own insight, reflection and experiences. Feedback and reflections from teachers, families, administrators identified that consistency among and between grade levels/departments was lacking in all of these areas. Common experiences and expectations for all groups unified and addressed improvement needed in the remote learning that occurred last spring.

What instructional model elements were improved upon for Enhanced Remote Learning?

The subcommittee focused on improvements and consistency to the technology platforms (Seesaw for PK-4th grade and Schoology for 5th-8th grade), defining synchronous and asynchronous learning activities, and establishing clear and consistent expectations for teachers, students, and families. Expectations and protocols for attendance, active participation, learning activities, work completion, formative and summative feedback, and family support. A typical school-day schedule will include a consistent instructional

schedule, a balance of core content, related arts and support services, consistent start and end times for students and staff, a mix of synchronous and asynchronous instruction including at least 2.5 hours of synchronous instruction for students in 1st-8th grade, and regular check-in opportunities.

What improvements have been made to curriculum and assessment in support of robust, targeted, engaging and meaningful teaching and learning within the remote environment?

Standards, learning targets and student outcomes will be prioritized with aligned grade level and content area curriculum scope, sequence, pace of instruction and materials/resources identified. Direct instruction related to social emotional learning standards and executive functioning will be provided paired with ongoing formative feedback, assessment and student progress updates. The standard D39 system of grading and reporting will be used.

How will differentiation be provided at the elementary level for both in-person and remote learning?

Much reflection and information shared by our families and teachers helped the work of the Fall Planning committee to develop consistency and improvements within the enhanced remote learning program. The teachers will differentiate instruction within the upcoming school year in both remote learning and in-person learning programs. Whether in-person or remote, teachers will assess readiness of their students for the unit of study, provide direct “live” instruction, assess student progress and work with students in small groups, if necessary, to address needs.

How will class placement at the middle and junior high level ensure access to the accelerated math program, especially considering the A/B groupings which may be done by alphabet?

Class placement within the accelerated math program will continue to be provided within the instructional model options. The alphabetical groupings are designed to assign students into Group A or Group B for the hybrid model — not for placement into a class or classroom. In other words, the alphabetical A/B groupings will assist in aligning students with which days of the week they will attend school within the hybrid model. .

Will 8th grade students continue to have access to the New Trier Math Program? If so, how will 8th graders attend the New Trier Math class?

District 39 works very closely with the New Trier Math coordinators in planning and programming; however, parents of students within the New Trier Math program will receive communication directly from New Trier. New Trier Math will be held remotely and is blocked for the classes. Thus, the courses align with the planned school day at WJHS. Students will have a supervised, specified location from which they will access their New Trier Math courses. The schedule is below:

- Trevian Day (generally Monday)
 - o Early group meets from 7:25 – 8:00
 - o Later group meets from 8:05 – 8:40 (our 1st period)

- Blue Day (generally Tues/Thurs)
 - o Later group meets from 8:20 – 9:30 (our 1st period)
- Green Day (generally Wed/Fri)
 - o Early group meets from 7:50 – 9:00

How can teachers assess student learning and challenges, especially as it relates to learning behavior, within the fully remote platform (outside of feedback from e-learning software)?

Teachers will be assessing student learning and behavior in many ways and, yes, feedback via SeeSaw or Schoology is one way. Other ways would include pre-assessments to gauge student readiness, check-in tasks along the way to measure whether the teacher should continue or review, during synchronous check ins/discussions, as well as how students demonstrate learning through practice assignments. In addition, attendance records will be maintained and student engagement during synchronous lessons, work completion and learner behaviors that are typically monitored and evaluated in conjunction with our report card practices will be monitored.

Last spring, there wasn't as much "assessment" of how well students were learning during remote learning. How will that be improved in the fall?

The usual forms of assessments will be implemented within the enhanced fully remote learning program. These assessments include pre-learning assessments, during-learning check-ins, and end-of-unit assessments following the conclusion of the unit of study (also known as summative assessments). Feedback to students can be expected throughout and report cards will return to the usual D39 methods. Last spring, the ISBE placed restrictions on grading and report cards for remote learning. Those restrictions have been lifted and districts are now free to use their typical assessment and grading practices.

What type of professional development will be available for teachers, paraprofessionals, students and families participating in remote programming?

Teachers, paraprofessionals, students and families will be able to participate in ongoing training, including August Institute Days, “Back to School” Boot Camps, supporting social emotional well-being, virtual technology support, synchronous and asynchronous teaching tools and strategies, and student engagement techniques. Common collaboration time will be available for teachers in remote and in-person learning. Professional development days for planning as a team will be provided. All staff meetings and professional development/training meetings will be held remotely, unless the group is small enough to ensure full social distancing, full adherence to all health and safety protocols can be ensured, and all members of the group agree.

Will the teachers for the full remote learning program be dedicated, licensed D39 teachers and will they follow the same curriculum as in-person teachers?

The teachers for the full remote learning program will be dedicated, licensed D39

teachers assigned to the full remote learning class. The curriculum will be the same for both the remote or in-person model - the primary difference being the mode in which it is delivered. The remote teacher would assess, give feedback and adjust instruction for the same curriculum goals as done by our in-person teachers.

How will teachers be assigned to full remote vs. in-person classrooms? Is this based on teacher preferences based on their family situations? Are fully remote students going to get teachers who are less experienced with teaching academics?

All district 39 teachers teach according to their license, certification and endorsements. Remote teachers will be assigned from our current D39 staffing pool in accordance with their certification and endorsements. Each year, we train and support new-to-district teachers as well as new-to-position teachers before and during the school year. We plan to continue to implement these training and support structures throughout this school year, with dedicated time in August for training as well as ongoing support throughout the school year. Each new-to-district or new-to-position teacher is also assigned a job alike mentor for additional support.

What do staffing assignments look like for our teachers in the in-person and the fully remote models?

As presented to the Board of Education on August 13th, teaching staff are being organized based upon the enrollment commitments submitted by our families in early August. The following general education assignment organizations have been created.

Elementary Schools

- 4-5 Sections per Grade Level of In-Person Classes at Each Elementary School
- 3-4 Sections per Grade Level of Enhanced Fully Remote Classes District-wide

Middle School

- 4 Houses per Grade Level In-Person
- 1 House per Grade Level Fully Remote

Junior High School

- 3 Five-Person Teams per Grade Level In-Person
- 1 Three-Person Team per Grade Level Fully Remote

I am enrolling my child to participate within the Enhanced Fully Remote Program for 1st semester. Will my elementary student be assigned to a classroom with other students from his home school and will he be assigned to a teacher from his home school?

Yes, your student will be assigned to a classroom with some of the other remote learners from his home elementary school. There will likely be students from one or more of our other elementary schools also assigned to his classroom. For our elementary remote learning classrooms, students will be assigned to remote classrooms based upon their enrollment commitments. It is likely that each remote learning classroom will include students from their neighborhood school as well as students from other elementary schools within District 39. The enrollment commitments dictate the number of sections

of each remote grade level classroom that we are able to offer. Currently, our enrollment commitments indicate that we will be offering 3-4 sections per grade level across the district. Thus, your son will be assigned to a class and can expect some other students within their classroom will be from his home school. However, he will also have the opportunity to learn with students from other schools, as well. We are making every effort to ensure that each student has classroom peers from his/her home school; however, with some schools having 36 students registered for remote learning within a grade level and others having only 11 within the same grade level, each of our remote classes will likely include students from more than one elementary school.

We anticipate that students will have a difficult time hearing their teachers' instruction due to the use of masks and face shields. What supports will be put into place to ensure that students will be able to access teacher instruction clearly?

This is recognized as a challenge to wearing protective face masks and face shields, and it will take some getting used to for staff and students alike. We are open to suggestions to assist with addressing this challenge in creative and innovative ways. In addition, our teaching staff will also be provided Bluetooth headsets for better audio quality when having synchronous and/or asynchronous communication with students.

What are some ways in which in-person instruction looks and feels different from what students and teachers experienced pre-pandemic?

Classroom instruction will still be robust and focused on the important learning standards at each grade level and in each content area; however, the delivery of the instruction will change based on the new requirements for health and safety in each classroom. In addition, the precautions that will be embedded as part of the regular school day to support health and safety of students and staff will result in a learning environment that may feel very different for students and staff alike.

The changes within our instructional settings in support of everyone's health and safety as well as the social distancing requirements may mean increased length of mini-lessons or whole class direct instruction paired with independent practice. While collaborative work may look differently, classroom discussions will still be able to occur, and students will be able to interact with teachers through small groups.

At the 5-8 level, group collaboration will be available within the small group in-person instructional days and may even be better accomplished on remote days where students will be able to join together virtually to discuss a topic or work on a project. Collaborative center and partner station work may be limited due to the need to limit movement in the classroom and maintain social distancing; however, some of the themes and foci of different centers and stations could be converted to individual group or small group work where students use individual supplies and maintain physical distancing. Partner games may need to be modified; however, these limitations should not completely restrict collaboration, discussion and ongoing whole and small group dialogue. Teachers and students will simply need to be mindful of physical distancing. This will be added by the small class sizes for in-person instructional days.

Due to the spacing requirements, there may be limited opportunities for group work, and sharing of materials will not be allowed. Students will have a set of their own materials at their ready, and will access them as needed in the classroom. Science classes may focus more on demonstration rather than hands-on labs.

Socialization will be allowed to happen through movement breaks; however, most of the students' day will be spent within the same learning environment.

Students in grades 5-8 will not switch classes, and will not be accessing materials such as instruments or props during creative arts classes. As a result, these classes will focus on core standards and will address them in a modified fashion.

Lunch will be eaten in the classroom or, if possible, outside. Students will be able to talk with their neighbors in their classroom, but this will likely feel very different from a typical middle school or junior high school cafeteria setting. Students will not be able to change seats or move about during this time period.

Does synchronous instruction in a hybrid model need to be 2.5 hours or is that only if you are doing remote instruction every day?

ISBE recommends that any remote learning day includes at least 2.5 hours per day of synchronous learning with real-time instruction and live interaction between students and their teachers take place. However, we also recognize that within our hybrid model, students receive a mix of synchronous and asynchronous learning activities and instruction each day, and in-person instruction is maximized and targeted due to the very small class size.

For learning days within the fully remote program, will teachers continue to post their lessons by the beginning of each day and in a consistent manner?

Yes. All teachers will be expected to post their lessons, assignments and activities with consistency at the beginning of the day. For example, elementary teachers would send out a daily email in the morning at a designated time to parents outlining the daily expectations and necessary links. Some teachers shared that they used this approach last spring and found it to be helpful for communication.

Will remote learning for elementary school continue to require a lot of parental involvement. Are there changes planned to mitigate that in the fall?

During full remote, we know that learning will be maximized through a strong partnership between home and school. That said, one of the biggest differences students, parents and teachers will experience between the spring remote learning program and the enhanced fully remote learning program offered this fall is the amount and frequency of synchronous (or live) sessions with teachers. The enhanced fully remote learning program offered this fall will include 2.5 hours of synchronous (or live) instruction daily. Students and families can expect that the consistent agendas and daily

schedule/assignment postings will be provided with consistency at the same time daily or weekly times to help with communication. The schedules will provide structure to the daily schedule and offer the same start and end times for each period as well as in advance notice of synchronous Zoom sessions and links. Teachers will be taking attendance daily to engage students during each class.

What will the job of building paraprofessional look like at the start of the year?

Similar to a typical school year, the building paraprofessional will assist with the needs of the school including, supporting students in need, both academically and behaviorally. The building paraprofessional will assist with subbing and clerical needs as well. While we hope to limit the need for staff to interact with multiple bubbles of students throughout the day, we also know that this may be needed. The students will remain in their classrooms and staff will come in as needed- using all precautions established by IDPH.

What will tech support for students, staff and classrooms look like? Will technicians continue to enter the classrooms to troubleshoot device issues? It seems like it might be better to have the student bring the device out into the hallway and/or develop some sort of scheduling/drop-off procedures for support to minimize contact and risk.

The goal in our procedures and practices this fall is to limit sustained interactions with students. A drop off/pick up system for student devices seems to align with this goal- similar to the procedures utilized with staff this summer. That said, if student interaction is required to assist with the issue, it is expected that the technician would engage in a safe manner, employing all outlined safety measures.

If we go back in-person, what kind of education would we be providing if we have to shut down classrooms or even the whole school for 14 day quarantines?

If a classroom or whole school must quarantine for a period of time, the classroom and/or school will transition to enhanced full remote learning for the duration of the quarantine period. The learning models that have been built out this summer provide the ability to move from in-person to remote learning quickly and with very little disruption. Unlike this spring, there has been time to anticipate and plan for the needs of the various teaching and learning models --such as curriculum, class schedules, start/end times...etc. Like last spring, there would be a system in place for needed supplies to be organized and prepared for pick-up by families -- a “reverse” school supply concept.

Should our region reach Phase 5 and return to full in-person instruction after the first semester, will students that were fully remote learning be required to return to school? Will there be an "onboarding" or orientation process for those students to help ease the transition?

Consideration of second semester options will be made in December. Decisions about the second semester will be finalized in January, and should we return to a situation where fully in-person learning be possible for all students then that would be available for all students. There would need to be transition plans developed to help assimilate students back into the learning environment at school.

How will we ensure in-person learning is more effective and less traumatic than remote learning, while following ISBE's guidelines?

The plan that has been created provides the opportunity for targeted instruction to small groups while in person and enhancing that learning out of school. While students generally will have to remain in their seats, due to the small class sizes (16-18 at prek-4 and 11-12 at 5-8), students may have opportunities for small group instruction and conversation in a socially distant manner. ISBE has provided alternative classroom set ups to allow for increased collaboration while maintaining distance, and D39 will allow for these alternatives to be considered.

What does the remote learning plan look like if D39 reverts back into remote learning for all students?

The plans and schedules across the district were created so they could be consistently followed between the different models. Should we move to fully remote learning for all students, Pk-4 would follow the schedule and have daily synchronous lessons between students and teachers. Our 5-8 campus may divide their schedule over two days, and extend the periods into longer blocks to allow for synchronous learning in each class period in a meaningful and manageable way for teachers and students.

If we would like to teach outside, will the WiFi work?

The outdoor wifi signal is strongest near the outdoor access points. Each school has one outdoor access point and its location is different depending on the school. The location will be communicated to the building staff. Also, wifi may be available outside the building in other locations. Many times, the wifi signal goes through the glass and covers an area directly outside of the classrooms. This would need to be tested on an area by area basis. In addition, there is currently a point-to-point wireless Internet connection between WJHS and HMS to support connectivity during the community playfield's stormwater project. As the Village of Wilmette Stormwater Project is nearing completion and we no longer need the backup wireless Internet connection between WJHS and HMS, we will be pointing the access points downward so wifi can be available on the blacktop and fields below. This will provide wifi for teaching outdoors at HMS and WJHS.

My classroom's temperature can be very hot during the first weeks of school. Will there be options to relocate, should that be needed?

Each building will be developing a plan for options on hot days. Air conditioned spaces as well as outdoor spaces will be allocated and assigned. Additionally, the District has developed a heat emergency plan to follow, should temperatures be extreme. This plan includes considerations of thresholds for canceling in-person instruction and replacing it with remote instruction on days when the heat index reaches the identified threshold.

Where will teachers eat their lunches if students are in the classroom? Are we able to all be 6ft apart in the lounge? The plan calls for a larger space, but where will that be?

Each building will designate areas for teachers to each lunch while allowing an ample

amount of space for the appropriate social distancing requirements. Teachers will also be provided space outdoors to each lunch.

Will copy rooms be moved into larger spaces? Right now they are both in very tight spaces and don't allow for much social distancing.

Work rooms that only allow for 1-2 people maximum should be shared appropriately.

Will there be a day at the start of the year for teachers to determine non-essential furniture in their classroom and find places to put things that might need to be put someplace else for safe-keeping or to get to during the year?

School buildings will be open to staff earlier this year -- beginning Monday, August 10th. Teachers are invited to come into the building to identify and/or remove any non-essential items from their classroom. This should be coordinated with the schedule coordinated by the school principal. If any staff member is unable or unwilling to assist with this decision-making process, the principal or other administrator will assist in identifying and tagging for removal of any non-essential items. Custodial staff will move any identified non-essential furniture and/or equipment into storage pods.

What am I expected to provide and grade for students who are learning remotely? Will any of these instructional components take place during my in-person plan time?

In any situation, scenario or model, what is assigned and assessed should be intentional. Teachers should assign and grade assignments that provide the teacher information about how the student is progressing in learning, how much they have learned, or what will provide evidence that will inform the teacher of the student's progress toward meeting the learning target. Specifics can be determined by content area and in collaboration with job alike colleagues during planning using the learning targets/standards as a guide while accessing the district-provided curriculum materials or if desired, teacher/team created materials.

On their remote days, our 5th-8th grade students will access each class according to their schedule. Teachers are expected to provide instruction that builds on, extends, or targets skills taught in the in-person learning that has taken place. Feedback should be provided for any assignments, and can be done on the next in-person day, or virtually (i.e. using Google Docs). Schoology Completion may be used to also track completion of an item. Exit slips for each class period are another way to keep track of a student's completion. The key is that the students are held accountable for their learning on their remote days, however, the method used to do this may vary.

The end of day periods in a students' remote schedule require a check in, but this will be done by an assigned staff member under the direction of the classroom teachers. It is not required that the classroom teacher use their plan time to check in with the students, although some may opt to do this. All teachers 5-8 will have plan periods according to what they would have in a typical year.

When will schedules be available to staff?

The administrative team is working on schedules for all teachers, and will be making adjustments to those schedules after receiving information about what instructional model families have chosen. Schedules will be made available to staff in the next two weeks so they are able to plan.

Will there be professional development on how to best engage students while remaining socially distant in the classroom?

Yes. Training and discussions regarding how best to support social distancing within a classroom will be provided during August Institute Days. It is true that typically interactive and movement-based activities will have to be modified to account for social distancing. Time with colleagues to brainstorm and articulate will be provided to help support this change in the environment. Students will be allowed to move within their distanced areas, and can be up out of their seats for interactive activities. Outdoor options will also be available for more movement.

What does instruction look like on the remote days, and what technology tools, curriculum resources or other online resources that may help to maintain a connection between the in-person classroom/teacher and the student who is participating remotely that day? Or, might a flipped classroom approach or a pre-recorded video be available to provide some (minimal) instruction each day for the students in-person and participating remotely?

There will be instruction daily in each class for each model. The difference is the way the instruction is delivered. In the hybrid model on remote days, there may be a combination of synchronous learning, flipped lessons, and independent practice, while in the classroom, lessons will be targeted to specific students and skill areas where they need additional support or challenge. In the fully remote option, students will receive daily synchronous instruction, combined with time for the independent work. We do have a program called ScootPad that teachers will be utilizing this year to supplement the curriculum. This program is individualized for each student, and follows the same learning standards as the classroom.

Will the same teachers be teaching and planning both remote and in person instruction?

No. At the elementary level, classroom teachers will be provided either an in-person class or a remote learning class.

Does synchronous lessons mean remote students will be watching/participating with the in person class?

No. At the elementary level, students assigned to enhanced remote learning will have a specified teacher assigned to this class.

How might we use our physical space in the classroom to facilitate small group instruction, while adhering to the social distance guidelines?

Small group work is possible. Small group work may require flexible furniture arrangements as well as use of desk shields and/or additional barriers along with face masks/teacher face shields. That said, the amount of whole group instruction will likely

increase considering the social distancing requirements and the whole group instructional approaches advocated to maintain safety for all. In addition, the whole group is also smaller than a typical year.

For teachers who are reassigned, how will curricular training be implemented so that all teachers are prepared to deliver robust instruction to our students? This is especially important as teachers may be teaching in new content areas.

At this time, Curriculum and Instruction is prioritizing professional learning for our D39 staff. Institute days will be repurposed to allow these essential opportunities to occur, and additional training will be provided during our more traditional new-teacher week. Professional learning and curricular guidance will be ongoing and supported by grade level and department teams. Additionally, building level administrators will be active in their support of staff who are reassigned in their teaching role.

Will there be changes to teacher evaluations for the 2020-2021 school year for teachers who are reassigned?

Regarding teacher evaluations, our current understanding is that there have not been adjustments made to the statutes that guide teacher evaluations and the requirements thereof.

Are we going to continue to be trained to teach the new science curriculum?

Grades K-1 do not have new science curriculum/materials for this year. They will continue to use the current curriculum.

Grades 2-4 - Elevate Science training plan has been modified and the curriculum resource to be used for the start of the school year will be introduced. However, Elevate Science pilot teachers are welcome to also use Elevate Science.

Grades 5-8 Amplify - Yes, based on the plan created by the Science Curriculum Review Committee.

We will have to adjust many features of our curriculum in order to prevent cross-contact through shared materials. This requires the purchase of additional student-specific materials or supplementary software licenses for virtual experiences. How will budgets account for this need?

Classroom budget and building budgets will be used to help account for this need. Principals will work with individual departments to ensure that needed materials and supplementary items are provided.

How will we implement our reading workshop curriculum without access to books, math without manipulatives?

There will be parts of our curriculum resources/materials/practices that will need to be reimagined. This is true for reading workshop books as well as math manipulatives.

- Books -- Books can be used with students by following some recommendations. Since books are primarily paper/porous, the CDC is not as concerned with transmission

compared to other surfaces. In addition, there will be e-books available and other digital readers like Capstone Interactive. Here are the recommendations:

- Students select a book, read, and return into a box/container that is labeled with day/time.
- Minimize handling by having students drop off their books independently into the bins/box.
- Quarantine the returned books reading materials for at least 72 hours after handling -- more if you wish.
- Study New England Journal of Medicine March 2020 recommends quarantine 24 hours for cardboard and 2-3 days for plastic. Paper is not mentioned but would be less than cardboard.
- Math manipulatives - it would depend on the manipulative. Here's one example of how to reimagine manipulatives: using the unit as a guide, math manipulative kits can be created so that each student has their own set. In addition to the bins in each classroom, there are extra bins (DSTs received one per grade level) within your schools of the Math in Focus manipulatives. If that is not sufficient, then classroom budgets can be used to order what is needed. Another idea would be to use virtual manipulatives.

Will MAP testing take place this school year?

Yes, the assessment plan is being adjusted based on the need for the first few weeks of school to focus on transitions. The modified assessment schedule will be reviewed by administrators and finalized. NWEA MAP has developed remote implementation protocols as well. We are reviewing all practices and will be selecting the best approach for this year.

If I choose remote learning, would I continue to be teaching my current grade level?

Administration will determine who will be teaching remotely based on a variety of factors. You may not be teaching your current grade level, although we would strive to keep teachers at their current grade levels if at all possible.

If I teach remotely, will I only have students from my home school?

The students in your remote class would be a combination of students districtwide. They will remain your class and will be assigned to you for instruction.

Would I have the same students/grade level for the second semester if I chose to continue remote teaching and families continue to choose remote learning?

Considerations for the second semester will be made in December. Administration will determine who is teaching remotely based on a variety of factors. It is possible that you could have different students in your classroom by second semester, depending on the needs and considerations identified.

We anticipate that it will be very challenging to keep young children sitting in one spot through the entire school day. A big part of our curriculum for our youngest learners is socialization and play. How can we best nurture these skills safely?

We certainly recognize the needs of students to have toys, school supplies and

manipulatives. These will be available within the classrooms; however, children will not be able to “share” toys. Targeted cleaning and disinfecting will be provided in our half-day EC and kindergarten classrooms between the two classroom groups. We are also exploring options for further separating toys and other supplies into morning and afternoon supplies so that each bubble of students, as well as individual students, will have their own designated set of supplies.

In terms of socialization and play curriculum, this will require direct teaching and reinforcement along with regular reminders. We are also exploring options for barriers, partitions of physical dividers to assist with this. Classrooms will be arranged to allow for 6 feet of distancing. Within that distance, our youngest learners will have the opportunity to move, with limitation. The principals have identified some creative options for flexible furniture that will also support physical distancing while allowing for the natural movement needs of our youngest learners. One of the pictures used in the slide presentation offers an example of this. Check out the picture with yoga mats and scoot chairs. Additionally, opportunities to move classes outside will also be available.

What changes in reading intervention support can be expected this year?

Each elementary school will have .5 reading specialists with full time reading paraprofessionals. As much as possible, reading intervention services will prioritize the needs of Tier 3 students and then Tier 2 students, respectively.

Regarding parents who have previously registered their child for KEEP39, if they choose the remote option, can their KEEP39 deposit be refunded?

Yes. Any kindergarten student who was previously enrolled in KEEP39 and now has selected the fully remote learning program will have their KEEP39 deposit refunded.

Regarding parents who have previously registered their child for KEEP39, if they choose in-person, but we go remote (temporarily) are we still doing KEEP39 remotely?

Yes.

Regarding the KEEP39 program, the hours for the program have been reduced to accommodate lower class sizes and teacher plan time scheduled for the end of the day, are the fees associated with the program also being adjusted?

No. The costs associated with offering this optional enrichment program remain the same. While the hours have been adjusted to accommodate reduced class sizes, adjustments for physical distancing and requirements for teacher prep time, the costs associated with the program remain similar. Therefore, the Board approved fee will remain the same. Any family wishing to disenroll from the KEEP39 program is able to do so and will be provided a refund of the deposit provided they notify us by the school principal by August 14.

If the district must pivot to a fully remote program, even temporarily, will the KEEP39 program continue to be offered?

Yes, the KEEP39 program will continue to be provided even if the district must pivot to a fully remote program temporarily. Students participating in the KEEP39 program will be provided 5 hours of instruction with 2.5 hours of synchronous learning, following a schedule similar to that of their 1st through 4th grade peers.

Will remote Kindergarten have a general education paraprofessional?

At this time, yes.

Will kindergarteners be provided with an iPad/Chrome book? Will we need to print materials for remote learning? Wondering if we need to purchase an iPad and printer in time for the school year to begin.

Kindergarten students are not provided an iPad as standard issuance for the kindergarten program. However, an iPad will be made available based on need. If a kindergarten student needs an individualized device to have at home in order to consistently access instruction, the family should contact the school principal or technology department. Printers are a family decision. The district will plan to provide kindergarten work packets for pick-up by families at school, as we did last spring.

The one piece of information shared about related arts under the K-4 enhanced remote learning plan states that there will be two related arts classes in addition to PE. How will it be determined which related arts classes a student will be enrolled in? Will families get to choose and if so, will Spanish be an option?

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.

Many of our Spanish, technology, reading, and library teachers also held endorsements for elementary general education teaching. Therefore, these faculty members could be reassigned to teaching homerooms thereby helping to reduce class size. Further review has permitted the technology and reading teachers to split teaching assignments to still be able to provide services to faculty and students in each of our schools. Some reassigned specials teachers may continue to support the supplemental elementary Spanish, library and technology that will be provided remotely through weekly asynchronous grade level lessons and resources for independent practice.

Elementary Schedule Questions:

- **Can you provide an example of a K-4 sample schedule?**
See the D39 Reopening Guide (and below) for an example 1-4 grade sample schedule. In-Person or Remote the schedule would remain the same. LEEP, KEEP 39 and half-day kindergarten schedules are being developed by a stakeholder team. See below.
- **Will Science and Social Studies also be taught?**
Yes.
- **How will we accomplish this all within our shortened instructional day?**
See the D39 Reopening Guide (and below) for an example 1-4 grade schedule.
- **Will grey days still be implemented?**
No, There will not be grey days in the schedule this year.
- **What does 2.5 hours of synchronous learning look like for the full remote learning program for grades 1-4?**

Synchronous learning is when teachers and students are teaching/learning together at the same time. These synchronous opportunities may take on different forms such as the teacher teaching a mini-lesson, a teacher working with a small group of students, having students discuss or collaborate in breakout rooms, and many more possibilities.

Example #1 (times are approximate):

- If each content area (reading, writing, math, sci/ss) has a 20 minute mini-lesson = 80 minutes
- SEL/Community Bldg = 20
- PE= 10-20
- Possible small group/WIN/student groups = 15-30
- This example would put students at approximately 150 minutes of synchronous learning (2.5 hours).

Example #2:

SAMPLE TIMEFRAMES	Sample Schedule Total Instructional Time	Synchronous Time
		At least 2.5 hours
8:45	SEL (30 minutes)	20
9:15	ELA (90 minutes)	25 Reading 20 Writing
9:45		
10:15		
10:45	PE (20 minutes)	20

11:15	Art/Music/SS/Science (30 minutes)	20
11:45	WIN (30 Minutes)	20
12:15	Lunch	
12:45	Recess	
1:15	Math (60 minutes)	25
2:15		

Will elementary WIN allow for cross grade level groupings?

Our first priority is to maintain students in their bubble as much as possible. ILTs and teachers can collaborate and determine the best way to maximize WIN time for the needs of the students in their classroom and do not use cross grade groupings as in the past. This answer addresses the elementary WIN program; the 5-8 WIN program is addressed in a different question.

Why are the elementary schools implementing a modified in-person schedule rather than a hybrid option, like grades 5-8?

The District 39 Board of Education remains committed to prioritizing the health and safety of our students, faculty, staff, and community while offering as much in-person learning and connection as possible during the 2020-2021 school year and adhering fully to these health and safety guidelines. Thus, in developing options and reviewing potential plans, our teams carefully considered alternating day hybrid options as well as modified in-person instruction (shortened days) for our elementary schools. The latter seemed to meet our overarching goals better. We believe younger students really thrive on consistency and routine and wanted to provide this for our students. We also know that independent work without the direct and ongoing support of a teacher (whether in-person or remote) can be especially challenging for younger learners. Additionally, engagement from a teacher in both modalities simultaneously with younger students can be challenging. Thus, in considering options and potential plans, while a hybrid model was explored, the reduction of class size allowed for proper bubbling and social distancing within each elementary classroom while maintaining consistent teacher-directed learning. We were able to adhere to all of the safety guidelines at the elementary level by keeping class sizes small and using alternative classroom spaces within our schools. Since we are able to have students in school daily for five days per week while following the CDC and IDPH guidance, this is our plan for when the State is in phase four of the Governor's Reopening Plan. If we go back to phase three, we will revert to the enhanced full remote option. If we move to phase 5, the structures, school operations and group gatherings throughout our school days will be adjusted and additional students may also return to campus. Using the current Illinois Reopening Plan guidelines and reduced class sizes, the only reason our elementary schools would need to go to a more traditional alternating days hybrid model would be if the safety guidelines become more rigid/strict (e.g. social distance requirements changed to 12 feet or the number of people allowed in one space

reduced to 10, etc.). While we certainly could consider alternating days with even smaller groups of students in session at our elementary schools, we felt it would be more beneficial to reduce class sizes overall and provide consistent daily services to students, thus providing a modified or shortened school-day for all elementary students while adhering to all social distancing and other State guidance for in-person instruction.

Should teachers reach out to remote students and their parents who are not present during synchronous events and other expected activities?

Yes. This may mean that teachers allocate some time to quickly send out those messages before starting instruction or at the end of each session.

For the hybrid remote learning support for students and parents, will there be several times throughout the day that students can get help and/or clarification?

Students will have at least three synchronous lessons with staff members during their remote learning days, one of which will be specifically dedicated to answering questions students have during their remote learning. Teachers will also utilize their plan times to respond to emails from students and parents, as needed. They will also be monitoring exit slips and other class requirements throughout the day for understanding, and will use this to prepare for the next day when they will see students. Due to the alternating day structure, teachers will be able to address questions and misconceptions with students when they are in-person on campus in a more targeted way, providing reteaching and pre-teaching as necessary. The smaller groups will allow for a more personalized and individualized approach for all students.

Will the rooms for creative arts be used for many classes?

All areas in the school will be utilized for instruction. Classroom assignments have been reviewed and are being finalized. Principals will have that information for their respective schools, and will be sharing that in the coming days.

5-8 classroom teachers will have regular check-in times with each child. Can you elaborate on those expectations/parameters?

Teachers will have a daily homeroom period within which all students will connect synchronously on a daily basis. This period will include opportunities for check-ins and for social emotional learning work. Additionally, 5-8 classroom teachers may choose to use students' end of day check in as an opportunity to call a small group or to hold 1:1 check-ins with students. This time will be staffed with others from the building, but should be used flexibly.

What are the expectations for daily synchronous connection within class period for CORE at 5-8 (in the hybrid model)?

Synchronous connection means that students are working in tandem with what is going on in the class. Examples of synchronous core connections in the hybrid model could be a synchronous lesson, live connection, break out room, an online chat or Schoology discussion, submission of Google form reflection or exit slip at the end of the class period, completion of work completed through Schoology completion feature,

completion of a hard copy worksheet to be turned in the following day, etc. The expectation is that there must be some form of engagement, connection and accountability from students during that class period, within the time parameters for that class. Additional ideas for daily synchronous connections are being explored and training on these ideas and more, including a review of some technology mediated options and tools, are being planned for the August Institute Days.

How will the district handle accelerated math?

Students in accelerated math will be placed to maintain cohort bubbles as much as possible. They will travel in a socially distant manner to their math class according to their daily schedule in-person, and they will receive instruction on their remote days with a mix of synchronous and asynchronous learning.

How will students access and participate in their New Trier Math Courses?

New Trier Math will be held remotely and is blocked for the classes, so it aligns with the planned school day at WJHS. Students will have a supervised, specified location from where they will access their New Trier Math courses. The schedule is below:

- Trevian Day (generally Monday)
 - o Early group meets from 7:25 – 8:00
 - o Later group meets from 8:05 – 8:40 (our 1st period)
- Blue Day (generally Tues/Thurs)
 - o Later group meets from 8:20 – 9:30 (our 1st period)
- Green Day (generally Wed/Fri)
 - o Early group meets from 7:50 – 9:00

If 5-8 students are not receiving live, synchronous, direct instruction during each period of their remote learning days, does this mean that students will only access half of their instructional content for the first semester?

No. The reality is that each instructional day within a typical classroom includes whole class lessons (often called mini-lessons), small group discussion, practice, review, independent work, and feedback opportunities. With smaller class sizes during the in-person days, the mini-lessons and small group discussions will be targeted and more personalized, thus allowing for more to be taught and a greater amount of curriculum to be covered in targeted and efficient ways. The practice, review and independent work exercises may be focused during the time when students are remote, along with additional discussions, lessons and other check-ins within the period of instruction.

World Language and some creative arts/elective courses will be provided remote only. However, for the ones that would not be remote only, will bubbles of students be overlapping? If we are crossing bubbles for electives/creative arts courses, does this defeat the purpose of the bubble and put those teachers and students at increased risk?

When homeroom classes combine to access creative arts or PE instruction, the two small homeroom bubbles will be taught by a single teacher within a room (or outdoor space) that is large enough to accommodate distancing between the two bubble groups. The students within each bubble will only interact with students within their own bubble. In

every instance, social distancing will continue to be maintained as well.

How will World Language work at 5-8? Who will be supervising the students during WL and how will these students receive their instruction? How will students practice speaking languages if they are doing it remotely in their classroom in 5-8?

Creative Arts, World Language, and PE teachers will be assigned during the 8th and 9th periods to supervise students as they access their World Language or WIN lessons. This will allow World Language teachers to meet with small groups, and potentially work out a rotating schedule to address in-person learning needs. Their schedule will also include synchronous lessons with the students who are remote learning at different times in the day. In the classroom, as there will be fewer students, they will have headsets to practice their language skills, and teachers may want to utilize their remote days for more oral practice.

Here is an example of a WL teacher schedule (note: while this is a sample for HMS, it would look similar for WJHS except for the times on the class periods):

8:50 - 9:15	HR	
9:17 - 9:57	1	SYNCHRONOUS LESSON (6th House 1 and 2)
9:59 - 10:39	2	
10:41 - 11:21	3	SYNCHRONOUS LESSON (5th House 1 and 2)
11:23 - 12:03	4	SYNCHRONOUS LESSON (5th House 3 and 4)
12:05 - 12:45	5	
12:47 - 1:27	6	SYNCHRONOUS LESSON (6th House 3 and 4)
1:29 - 2:09	7	
2:11 - 2:51	8	WL period in classroom - 5th grade
2:53 - 3:33	9	WL period in classroom - 6th grade

Are my calculations correct in that CA arts teachers will be face to face with potentially 144 students per day, 2 bubbles of 12 kids, 6 classes per day?

Creative Arts, World Language, and PE teachers will be responsible for teaching four classes per day. For Creative Arts and PE, that means they would have 96 students total (on the high end) during those classes. Their other two student contact periods would be to supervise students in their classrooms during their 8th or 9th period World Language/WIN classes. These periods would be aligned to the student groups that are already taught by teachers to minimize exposures and

additional contacts. Of course, these numbers could be lower depending on students choosing the fully remote learning option. Additional schedule adjustments may be necessary following the enrollment commitment period.

If the remote students are also taking a creative arts class, how will this be facilitated? Will it be during planning times or on our own time, or will there be a designated class period set aside for remote classes?

Students choosing the remote-only option will have a dedicated creative arts class with an assigned teacher to teach that class. Depending on the number of students choosing this option, the class would be assigned and space would be made in the teacher's schedule to teach the class as one of their contact periods.

In the hybrid model, when the students are working remotely what are the expectations since they are following the schedule? It appears that we are teaching 3 sections of each class period daily.

Students choosing the hybrid model would have an asynchronous assignment for their creative arts class to coordinate with the in-person learning they are doing. Creative arts teachers will have 2 classes at each grade level daily, and class material will be compacted to account for the prioritized learning targets, health and safety requirements for materials, and learning environments.

How can we support 5-8 homeroom teachers in providing additional SEL support for students as we look beyond the Second Step curriculum?

Teacher training on the CASEL competencies, and lessons and resources for supporting these during homeroom are being created and training will occur during the Institute Days. There are also specific trainings planned to support teachers with trauma-informed instruction in the wake of the pandemic. Lessons and resources will be tailored specifically to topics relevant to the current situation with the pandemic as well as to the social injustices occurring in the community.

Will passing periods be extended to accommodate instances when teachers need to walk students to classes?

Based on the schedule for 5-8, there are two minutes between each class. This allows for transition time for students and teachers to go to specific area in less common instances where students are leaving their classrooms. It also allows us to maintain instructional periods intact. Proximity of location will be used, so one teacher will have two groups from the same area assigned to minimize transition time. We anticipate the need for flexibility at the start of the year as routines are learned.

Will we be implementing SBG at HMS in the coming year?

The small group SBG team met earlier this summer and discussed some adjustments to the reporting document that will be finalized as we enter into this school year. Basic practices will be the same with respect to assessing students and reporting on progress with respect to standards, however, any changes in that communication will be finalized, communicated to, and discussed as a staff in the opening days of the school year.

What will remote WIN look like? Who will be teaching this class? How will all students be placed into a small group?

WIN is an acronym that stands for “What I Need.” In this new setting, we will not be having “WIN classes” as has been the typical structure at HMS and WJHS. Instead, students needing support will receive it during their end of day period, and may receive an assignment to do in lieu of their World Language class for that day or a series of days. This will be individualized based on the students’ needs. The supervising teacher in that classroom may hold small group instruction on executive functioning or check in and check out with specific students, based on the plan determined by the team. If a student needs more intense instruction, that determination would be made by the team of teachers and administrators, and a plan would be created specifically for that student, at which time an instructor would be chosen.

Does the 5-8 instructional plan abide by the teacher contract regarding plan time and supervision duties?

Classroom teachers will not be supervising lunch, unless they sign up to do so and are paid the stipend (5-8). All teachers will still receive their three periods of plan time according to the schedule. Class periods will be 40 minutes with passing time for teachers scheduled in between. Until routines are learned, we expect the need for flexibility with this schedule.

The SEL needs of students are a priority, and therefore having the time to address these is important. Teachers will be provided with training, resources, and lesson plans to support their instruction in this area.

The presentation noted that students will primarily be in one classroom for the day. How does this work with 5-8 science classes? Our lab classrooms meet required safety regulations and are designed to maximize our science instruction. If science teachers were to move from class to class, we would be in situations where we could not safely conduct demonstrations for the students. It would be better for students to safely move to and from the science room for instruction, rather than the teacher to non-science classrooms.

Some, not all, adjustments will be made to how students experience science lessons as well as how teachers design lab experiences. Science curriculum maps are being reviewed by C&I in collaboration with science teacher representatives and annotated with this lens. In addition to reimagining how a teacher would conduct a demonstration, virtual simulations either within the district-provided curriculum materials (Amplify) or open sources like [PhET](#) could be accessed. For elementary science, Kindergarten and first grade maps will be reviewed and annotated. For grades 2 - 4, a NGSS aligned resource has been acquired and is being reviewed in order to provide instructional guidance based on prioritized standards and aligned assessments.

Will 5-8 Creative arts teachers and PE/Health teachers be on the same rotations as in the past for their instruction?

Administration is currently exploring options for these rotations, and is working with

staff in both areas to problem solve and come up with answers to this question.

At WJHS we have a AA team of four teachers. How does this model impact the AA teams?

The AA teams at 7th and 8th grade will operate as with the other teams; however, with teachers moving to the classes for core instruction. The one difference between the AA team and the typical A, B, C teams is that the homeroom teacher is also responsible for teaching that homeroom social studies. This has been accounted for in the schedule.

With the AA teams at WJHS, it allows homeroom sizes to be maintained at levels around 24 students. Due to this, we have also added two homerooms at 5th grade and two homerooms at 6th grade, creating, in essence, AA teams at each grade level.

Will the fully remote schedule at 5-8 follow a 9-period day or will there be a block schedule?

Yes. If the district were to go fully remote (not hybrid remote days), 5-8 would follow a block schedule where the 9 period day would be adjusted and classes would be taught synchronously for extended blocks of time over two days.

Special Education and Related Services Programming

How is District 39 planning for students with IEPs?

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. Several commitments have been developed by the special educators, including a commitment to maintaining regular contact between students and special education staff, a focus on addressing student goals, and the need to individualize services. District 39 is committed to continuing to provide students with disabilities a free and appropriate public education.

Students with disabilities will receive the services outlined in their IEPs. These services will be provided in-person or synchronously to the greatest extent possible, while some services will be delivered asynchronously. When students are working remotely, goals that can be addressed through a remote learning platform will be. However, some goals simply cannot be addressed remotely, and if that is the case, then the IEP team will discuss how to modify the goals to continue working on components in the remote learning environment. 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.

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). For some students, inclusion opportunities may be changed via an IEP meeting to address individual student needs given the changing landscape of general education and the need to maintain social distancing and PPE. Virtual inclusion opportunities may provide 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 to 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.

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 supported by a paraprofessional assigned to the class and

additional services provided through a pull-out model 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.

Will there still be opportunities for inclusion and/or participation with typical peers?

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.

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.

What data is being used to support the fact that it is safe to return to in-person instruction in any form?

We regularly review the data provided by the IDPH, the CDC and the more localized data from the Cook County Department of Public Health. The data that is 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. However, additional data is also helpful. 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 we have found this site to be particularly easy to navigate to find 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](#).

On page 22, the special education slide reads, “most students will remain with their general education peers and receive services based on their current IEP”. What does this mean? Does this mean students with IEPs who have pull-out service minutes will not be permitted to leave their “homeroom” to get services?

Students who are pulled-out for services will continue to receive those services. Principals are working to cluster students with similar needs to limit the exposure of special education staff and students. Teachers will be able to pull small groups of students, just as they've done in the past, and provide services in a location that allows for social distancing and cleaning between groups. Services can also be provided “virtually while in-person” if the special educator believes that is the best way to deliver these services.

What will related services look like?

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.

How are you addressing the needs of students with 504 accommodation plans?

Most students with 504 plans require 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.

Will IEP and 504 meetings be held in-person?

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.

What will preschool services through the Lechner Early Education Program (LEEP) look like?

Preschool programming 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 we move 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

What will services for English Learners look like?

Students who are English Learners are entitled to services and will receive 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.

My child was going to be evaluated in the spring, but we could not collect data while learning remotely. What will happen now?

Teams will prioritize areas of evaluations that were not able to be completed in the spring. In the event of a school closure, assessments will be completed virtually, when appropriate.

If a student with an IEP is enrolled in the Enhanced Remote Option, but due for a re-evaluation during the fall semester, can the testing be completed remotely?

We have been working with our school psychologists to develop options and testing protocols for remote testing. In some situations, this 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.

Special education teachers and related services providers see students across multiple grade levels. How will we ensure safety for students and staff?

As we look at class and caseload assignments for the fall, we are prioritizing student assignments to minimize the number of classrooms/grade levels that our special educators are working with. This may mean that in a building with multiple speech pathologists, one SLP is assigned grades K-2 and the other works with grades 3-4 (or whatever combination works). We are also attempting to cluster students in classes to facilitate specialized services and minimize the mixing of groups.

Once class assignments have been finalized, our related services personnel and special educators will review IEPs and determine how services can best be delivered. They will have the option of providing services to small groups of students in-person while maintaining social distancing, or “virtually in-person,” for those goals that may require the reduction of PPE (e.g., removing masks while doing speech therapy).

Special educators will work with building administrators to identify locations that can be reserved for socially distanced or Zoom sessions. These locations could include locations in the cafeteria or auditorium, where each student is assigned a different seat and socially distanced, with the speech therapist or social worker in the room but socially distanced - all could use their iPads or chromebooks to Zoom. It could be a student remaining in the general education classroom in a more private location (being mindful of confidentiality). Students will be monitored and within the line of sight of a supervisor during sessions. These decisions will be made individually, once our special educators and therapists know which students will be attending in-person learning.

Students in the 5-8 Hybrid Model may receive their related services virtually through remote learning on days that they are at home, or may miss some in-person class time to meet with related services personnel.

How will social work services be delivered--will all students have to be seen individually if they are in person or will social work services be delivered remote only, even if a social worker is physically at school?

Social work services can continue to be provided in small groups. Students will need to socially distance during a small group, but services can continue to be provided in this manner with appropriate measures to protect confidentiality. Services can be provided remotely as well, if that makes more sense for the group.

Students benefit from working in small groups. Will we be able to continue grouping students? What about students from different classes?

While we are working to minimize the crossing of groups, this is not being eliminated. If student needs can be met using group sessions, we encourage you to continue using small group sessions. These can be conducted by gathering in a space that allows for appropriate social distancing, or by providing services “virtually while in-person.” One benefit of providing small group sessions “virtually while in-person” is that the students become accustomed to using the technology platforms to engage with one another and with their therapists and teachers. This will be incredibly helpful if we move to the Enhanced Remote option at any point in the year.

How will important elements regarding how we deliver special education and related services be determined and communicated to families?

Communication will continue to be between parents and their child’s educational team. Significant changes to an IEP will be discussed as part of an IEP meeting, however, many decisions around the nature and location of groups are part of the regular development of a child’s school schedule.

How will LBSs deliver special education services (e.g., Academic Strategies, Instructional Math, reading groups) remotely/virtually without violating FERPA and maintaining confidentiality?

Many special education services are delivered in small groups; students benefit from learning from one another and learning how to be part of a group. As in the spring, parents will be asked to provide consent for their children to participate in synchronous video interactions and will be asked to maintain confidentiality.

Who will determine how services are delivered for students with IEPs? Will we, as the educators, have input on this decision?

Parents are a part of the IEP team, as are special educators, related services providers, general educators and administrators. Decisions regarding how services are provided are a topic of discussion at IEP meetings, and all team members need to remain open to those discussions and carefully consider all perspectives. However, the educational professionals who are delivering the services need to make recommendations regarding what is most appropriate for a student.

How will caseloads be determined? Will special education and related services staff be expected to provide both in-person and remote services to children choosing different models?

We are anticipating that there will be enough students opting into Enhanced Remote Learning to assign specific “Remote” special educators to work with them. However, these decisions will not be finalized until we know for sure what options parents choose. You may choose to provide some services “virtually while in-person,” and there may be times that the class or school goes remote, in which case you would provide services remotely.

How will SPED plans be adapted in ever changing environments?

The Fall Planning teams worked hard to create schedules that can be adapted and remain consistent for all students. There may need to be some changes to IEPs if parents choose Enhanced Remote Learning (primarily if there are goals that need to be adapted to a remote environment). Many other services will look very similar to in-person learning; just delivered remotely. If needed, IEP teams can and should meet to make adjustments.

For some of our students (e.g., students with comprehensive needs, preschool students), it is extremely difficult to tolerate masks and maintain social distancing. How will we address these situations?

We understand the unique needs of our youngest students and our students with comprehensive needs. We are purchasing additional PPE for the comprehensive needs classrooms (e.g., goggles, gloves) as well as some different masks for students. We are also working on clear dividers to add barriers. 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 will not compromise safety.

It is important for families to work on these skills as well; it is essential that the first time a young student or child with significant needs is asked to wear a mask is not the first day of school.

What will we do if we have a student in crisis? How will we remain socially distant and keep everyone safe?

We have students who struggle with behavioral regulation, and it is unlikely that the significant break from the school routine has eradicated those needs. For some of our students, their ability to maintain behavioral regulation and composure may be the most important goals they should work towards right now. As educators, we will need to proactively problem-solve and establish routines and structures that support appropriate behavior. We will provide additional PPE for classrooms in which students may struggle with their behavior. The IEP team will need to problem-solve how to maintain safety for all involved (students and staff members) and 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.

What will happen with students who are enrolled for in-person learning and cannot adhere to the health and safety protocols?

Challenges with mask wearing, social distancing or behavioral outbursts will be addressed by the IEP team and we will work and problem-solve with teachers, paras, students and parents to support student participation. The IEP team will need to problem-solve how to maintain safety for all involved (students and staff members) and 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.

If a student has to quarantine, how will they get instruction while quarantining? What is the protocol for providing special education services if students have to quarantine? If they are seen in groups for special education services and some group members have to quarantine and others don't, how do we handle this?

Students who are quarantined who otherwise participate within an in-person instructional program will not attend the in-person component of the program and will be treated as if they are sick with any other illness. Teachers will be responsible for sending homework and students will continue to have access to any remote portion of their instructional day. Students who are quarantined who otherwise participate in a fully remote program may continue to access any remote portions of their instructional day.

What is the guidance for staff to maintain social distancing when assisting our youngest students with routines such as washing hands/diaper changing/assistance with feeding & tube feeding?

ISBE and the CDC both recommend maintaining a distance of 6 feet from others, *to the extent possible*. We are setting up our environments to facilitate that, but understand that there may be times when students and staff come into closer proximity. The CDC recommends that in these situations, it's important to wear cloth face coverings to limit the possibility of transmission and to limit the time within the 6 feet proximity.

Additionally, for our youngest students we may want to use furniture or other dividers to better communicate expectations regarding spaces to them. Tape on the floors, yoga mats, short bookshelves, and free-standing dividers can all help to communicate behavioral expectations regarding space.

Early childhood programs that have been operating throughout the pandemic have used a variety of strategies to support their young children - they are clearly not all applicable to public schools and students with disabilities, but we've linked one article [here](#) for ideas.

[CDC](#): Maintaining a [distance](#) of at least 6 feet from other adults, and from students when feasible.

How do we plan to assign paraprofessionals to students and maintain bubble cohorts for classrooms?

We will be scheduling paraprofessionals within a single classroom as much as possible. Paraprofessionals may work with several students with that pod, or remain primarily with one student. That is a decision made by the classroom team.

How will all the materials in the Lechner Early Education Program (LEEP) be cleaned between the am/pm classes?

Building administrators are ensuring that custodians will be able to clean kindergarten and EC classrooms during the break. Additionally, teachers are identifying individual sets of materials for all students. Soft toys and toys that cannot be sanitized will be removed from the classrooms.

How will Early Childhood evaluations and screenings be conducted?

Evaluations for early childhood students will look different than pre-COVID-19. The team will meet to finalize procedures later this summer, but it will involve a reduction in the number of staff who are physically present during an evaluation. Screenings will not occur in the classrooms; they will have a limited number of staff members and will be highly structured.

How will we disinfect our offices in between students? Will we be responsible for sanitizing ourselves?

You will have access to cleaning supplies in your office/classroom. However, principals are working to plan spaces for you that would allow movement from one area to another, so custodians can clean in between groups.

Can staff members work alongside students if needed (for a short time) or must we keep 6 foot distance at all times?

Staff should maintain a 6 foot distance *to the extent possible*. However, staff can certainly support a student for a short period of time within that 6 foot distance. The use of PPE and barriers will help maintain safety for everyone.

Can I physically help my students organizationally with their I-pad, notebooks, binders, books, and materials so they can be organized/successful?

Yes. Staff should try to provide these supports from a safe distance, use PPE (e.g., gloves), or be sure to wash their hands when finished.

How are movement breaks going to work? In the past I would take my students for walks in the hallway. Will this still be allowed?

Buildings will work out options for movement breaks. Breaks will likely need to be more structured and purposeful, and when possible, should be taken outside.

Other

Where can I find additional information regarding the phases and restrictions of the Governor's Restore Illinois Plan and School Reopening Guidance?

- [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 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](#)

Within which region is Wilmette located and where can I learn more about the health data and information relied upon to guide movement between the phases of the Governor's Restore Illinois Plan?

Information and statistical data regarding the phases of the Restore Illinois Plan, including data specific to each region is available on the Illinois Department of Public Health website. Here is a direct link to [Region 10 data](#), which is the region including suburban Cook County and Wilmette. Data are updated regularly, often on a daily basis.

What are other data and metrics is the District considering to inform and evaluate its reopening timeline for in-person instruction?

The district will be using a variety of metrics to inform and evaluate its reopening timeline for in-person instruction. At this time, we are planning to use some of the following metrics to help guide our decisions and we will be collaborating throughout with our New Trier Township partner districts. There may be additional metrics identified and folded into our considerations as we begin in-person instruction.

- Governor's Restore Illinois Plan
 - Region 10 Data – Phase 4
 - Region 9, 10, 11 Data – Phase 4
- Local COVID-19 Data
 - Average Daily Cases – 14-day Rolling Average
 - Wilmette
 - New Trier Township Zip Codes
 - Regional Zip Codes
 - Positivity Rates – 14-day Rolling Average
 - Wilmette
 - New Trier Township Zip Codes
 - Regional Zip Codes
 - Cook Level COVID-19 Risk Metrics: [Description](#) and [Metrics](#)
- COVID-19 Symptoms as reported through daily screening tool
- Operational Metrics

- Social Distancing Compliance
 - Mask Wearing Compliance
 - Restroom/Washroom Break Management
- Supplies and Facilities
 - PPE Availability
 - Facility Adaptations and Cleaning
- Staffing Levels
 - Certificated Staff Absences
 - Custodial Staff Absences
 - Support Staff Absences
 - Availability of Substitutes
 - Staff Quarantine Rates
- Student Absences
 - Daily Student Absences
 - Student Quarantine Rates

Where can I learn more about the guidance and requirements for school reopening by the Illinois State Board of Education (ISBE) and the Illinois Department of Public Health (IDPH) and the Center for Disease Control and Prevention (CDC)?

These are the organizations that have primary jurisdiction over school reopening plans. Additional information and detailed guidance reports are provided on each of their websites linked below.

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

Why was the D39 School Calendar revised and how do the Wilmette Welcome Weeks support our students and staff?

Our revised school calendar now includes a full week of professional development and training for our teachers and staff at the beginning of the school year. This professional development week will be followed by a progressive approach to implementing remote and in-person instruction. The decision to more slowly transition to in-person instruction was based on the identified needs throughout our district for professional development, training and support for staff and students.

Our [Wilmette Welcome Weeks](#) were designed to support the safe implementation of our return to in-person schooling protocol and the ability of all to understand and implement those protocol safely, including our staff and our students. Our [Wilmette Welcome Weeks](#) will 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 our 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. 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. While this is a change from our original calendar, we believe this adjustment 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.

The Board of Education was provided with an update on our D39 planning efforts at a Special Meeting of the Board on August 13, 2020. This presentation included updates regarding health and safety guidance, student enrollment, staffing, additional needs for a successful start to the school year and calendar considerations. (If you are interested in watching, a posted video recording of the [Reopening Plan Update Presentation](#) is available along with and the [full-length Board Meeting recording](#)). 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.

At the Special Meeting of the Board of Education on August 13, 2020, several important needs were identified to support a successful transition to in-person instruction within District 39. What were those needs?

- Support for our Faculty and Staff
 - Professional Development for Remote Instruction and New Classroom Approaches
 - Training on Protocol, Guidelines and Plan
 - Opportunity to Practice Both
- Support for our Students
 - Direct Training
 - Opportunity to Practice with Support
 - Transition Support
- Preparedness for All to Pivot
- Community Commitment to Support Well-Being of All
- Grace and Understanding

Could the Human Resources department please send to the teachers (or post on the website and give a heads up) any new FMLA or LOA considerations related to COVID if/when they evolve?

Yes. Staff who may need accommodations or a leave of absence should contact Heather Glowacki at glowackh@wilmette39.org to discuss individual concerns and determine options available. The Family First Coronavirus Response Act (FFCRA) provided for some changes to FMLA leave as well as sick time. Full access to this act through the Department of Labor can be accessed at

<https://www.dol.gov/agencies/whd/pandemic/ffcra-employer-paid-leave>

However, please contact Heather if you believe you qualify for and are in need of any of the provisions within this Act.

Will staff stakeholders be provided with a choice to be remote or in-person, similar to how families were presented with the choice?

Once student enrollment is known and if there are openings for teaching positions, we will seek volunteers.

How will remote teachers be chosen?

Administration will make remote teaching assignments. Volunteers may be sought, depending on the number of positions available.

If teachers teach remotely this year, does that in any way limit their ability to return to their 2019-2020 team and position (as with some maternity leave/ sabbatical situations)?

If a teacher is teaching remotely, it will be treated the same as if they were teaching in person in terms of seniority.

Will the district accept liability for any health implications that result from staff being exposed to Covid at work?

The district does carry liability insurance. That said, however, the best protection an individual and a district has against a liability claim is to follow federal, state, and local statutes along with guidelines provided by the CDC, Public Health Departments, ISBE, etc. As an Illinois Public Entity, the district also has Tort Immunities which further “raise the bar.” This means that an infected person would have to show the district as “willfully and wantonly” negligent in contracting COVID. If our district is reasonably following guidelines provided by expert groups like those listed above, this would be very difficult to demonstrate.

The health and safety of our students and staff is a priority in our planning. We are continuing to be carefully vigilant in our planning and compliance with federal and state health guidelines relative to COVID-19 precautions. This is our strongest protection against COVID transmission and associated liability. As we understand it, many districts are being told by their liability insurance cooperative, that they are no longer covered for a global pandemic, including COVID. However, we are not part of that cooperative. Our current memorandum of coverage through our insurance cooperative does not exclude general liability claims arising from the virus. Our insurance cooperative will renew its plan coverage on Jan. 1, and adjustments in plan coverage may be made at that time. However, adjustments cannot be made until this date. As we understand it, the COVID-19 exclusion by insurance companies and cooperatives is not specific to schools or public entities but rather, the insurance industry at large which does not intend to insure a global pandemic event like COVID-19. In any event, our very best protection is to continue to be vigilant in our planning and to comply with federal and state health guidelines relative to COVID-19 precautions, and we will.

Can I personally be held liable by a family as it pertains to Covid-19?

When in the capacity of a D39 employee and conducting job related responsibilities, you would be covered by D39 legal support and insurance.

What additional time off and coverage is provided to employees via the Families First Coronavirus Response Act (FFCRA)?

The Families First Coronavirus Response Act (FFCRA) provides additional time off related to COVID. The provisions of FFCRA are summarized below:

Emergency Paid Sick Leave

An employee of the District is eligible as of the first day of employment for Emergency Paid Sick Leave if he or she is unable to work or telework for one of the six qualifying reasons.

Emergency Paid Sick Leave will be granted at the employee's regular rate of pay when:

1. Employee is subject to a Federal, State, or local quarantine or isolation order;
2. Employee had been advised by a health care provider to self-quarantine; or
3. Employee is experiencing symptoms of COVID-19 and seeking medical diagnosis;

Emergency Paid Sick Leave will be granted at two-thirds (2/3) regular rate of pay when:

1. Employee is caring for an individual who is subject to an order described in (1) or (2) above;
2. Employee is caring for a child of such employee if school or day care has been closed, or a child care provider is unavailable; or
3. Employee is experiencing any other substantially similar condition specified by the Secretary of Health and Human Services in consultation with the Secretary of the Treasury and Secretary of Labor.

Full-time employees of the District are eligible for up to two weeks of leave time, based on their regular schedule over a two-week period, up to a cumulative maximum of eighty (80) hours. Part-time employees of the District are eligible for a number of hours equal to the number of hours the employee works, on average, over a two-week period.

Emergency Paid Sick Leave on an intermittent basis may be an available option only if employees are either (a) teleworking, or (b) working at their usual worksite and requesting leave to care for their own child whose school or place of care is closed, or whose child care provider is unavailable due to COVID-19 related reasons. If an employee is working at their regular worksite, leave must be taken in full-day increments unless requesting leave to care for their own child whose school or place of care is closed, or whose child care provider is unavailable because of COVID-19 related reasons. Requests for intermittent leave will be considered and approved on a case-by-case basis depending on the specific circumstances of the intermittent schedule requested and the circumstances of the specific employee.

Any employee intending to request the use of Emergency Paid Sick Leave must comply with the procedures required by the District. Additionally, employees should complete the necessary portions of this FFCRA Leave Form and submit the form to Heather Glowacki at glowackh@wilmette39.org.

What is the district doing to consider and potentially address the childcare needs of teachers? How will the district plan for employee childcare when so many neighboring districts have chosen remote plans for education?

While we recognize that the childcare of employees is not the responsibility of the district, we sympathize with this challenge for our employees. We have been in fruitful discussions with our partners at the Wilmette Park District to explore the possibility of options available for the children of employees, should they wish to enroll. This may include childcare programs for school-aged children of employees who are otherwise enrolled in their home district's remote learning program, similar to that which we are partnering in order to make options available for 5th and 6th grade students within our district on remote learning days. We do not currently have plans to allow enrollment of the children of employees who live outside of the Wilmette Public Schools residential district within our schools.

Should you need to consider options for childcare leave in order to care for your own children due to your home district's learning plan, please contact Heather Glowacki to discuss your options. Below is additional information regarding this.

Expanded Family and Medical Leave

Employees of the District are eligible for expanded family and medical leave after thirty (30) days of employment if they are unable to work or telework because their own child's school or daycare has been closed, or the child care provider is unavailable due to COVID-19 related reasons.

If eligible, employees are eligible for twelve (12) weeks of leave; the first two (2) weeks are unpaid, with the remaining ten (10) weeks paid at two-thirds regular rate of pay. Employees may substitute paid leave for the first two (2) weeks at their option, including but not limited to Emergency Paid Sick Leave. Expanded Family and Medical Leave is shared with the leave permitted under the District's existing Family and Medical Leave Act policy. An employee's use of Family and Medical Leave may not exceed 12 weeks total in a given school year. An employee is not eligible for Expanded Family and Medical Leave if such employee has already exhausted all existing Family and Medical Leave for the year.

If eligible for Expanded Family and Medical Leave, the employee shall indicate to the District if another form of leave will be utilized for the first two (2) weeks of unpaid leave.

When leave is not foreseeable, requests should be made as soon as practicable and in

advance of the leave if possible. If the need for leave is foreseeable, requests should be made five (5) business days in advance of the need for leave or within two (2) business days after learning of the need for leave. Additionally, employees should complete the necessary portions of the FFCRA Leave Form and submit the form to Heather Glowacki at glowackh@wilmette39.org.

If I am seeking COVID-19 testing for myself or another member of my family, has the district identified any specific locations and/or partnerships?

Yes. Any employee may access COVID-19 through their physicians office or physicians referral location. The district is also working with the Township to provide access to remote rapid testing sites. In addition, the district has worked with its partners throughout the Village of Wilmette to identify additional testing sites that may be accessed. Below is a list.

- Physicians Immediate Care
 - [Park Ridge Location](#)
 - [Chicago Location](#)
 - [Map and Contact for All Chicagoland Locations](#)

In addition, staff and families are encouraged to contact their primary care physician to locate the site that is best for you or your family, or visit IDPH: <https://coronavirus.illinois.gov/s/testing-sites> . The following sites have been identified as local sites for testing.

- Chicago Academy: 3400 N. Austin, Chicago
9:00 a.m. - 5:00 p.m. while daily supplies last
- Arlington Racetrack: 2000 W Euclid Ave, Arlington Heights
8:00 a.m. – 4:00 p.m. while daily supplies last
- Waukegan: 102 W. Water Street, Waukegan
8:00 a.m. – 4:00 p.m. while daily supplies lab
- Raden Wellness
<https://radenwellness.com/>
- Lurie Children's Outpatient: 1131 Techy Road; 312-227-5300
- Prism Health Lab
<https://www.prismhealthlab.com>
<https://www.prismhealthlab.com/appointment>

If we return to a hybrid or in-person learning, how many positive COVID tests will it take to revert back to remote learning?

There is no numeric threshold for this to occur. Our decisions regarding classroom and school closures will be guided by the Illinois Department of Public Health, the Cook county Department of Public Health, and the Center for Disease Control and Prevention (CDC). The CDC recommends a short-term dismissal of students/staff at a school level for cleaning purposes and coordinating with public health officials. Depending on the frequency of this happening, we will evaluate if remote learning is more appropriate.

Can families change their enrollment commitment after school starts?

The enrollment commitment is intended to be a commitment for the semester with teacher assignments and class lists made based upon these selections, and every effort is being made to support continuity of connection between students and teachers once assignments are made regardless of the model implemented at any given time. If a parent chooses remote learning, the student will not likely be able to join in-person instruction as the class size limits and physical distancing requirements restrict the number of students who can be in one room. There may be some unique circumstances that could allow a student to make a transition from in-person to remote learning if a parent requests it. However, we really are encouraging families to think carefully about this commitment as it is intended to be a commitment for the semester with teacher assignments made based upon their selection.

If a family submits their enrollment commitment form for full remote learning and then decides that they would like to enroll in in-person instruction in September, will the district allow this transfer? What about in the other direction?

In submitting their enrollment commitment form, parents are choosing their enrollment preference for the semester, through January 22nd. If a family chooses remote learning, they will not be able to join in-person instruction as the class size limits and physical distancing requirements restrict the number of students who can be in one room. There may be some unique circumstances that could allow a student to make a transition from in-person to remote learning if a parent requests it. However, we really are encouraging families to think carefully about this commitment as it is intended to be a commitment for the semester with teacher assignments made based upon their selection. We are working hard to support, nurture and maintain the connections and relationships among students, teachers and classmates that are so critical to strong levels of engagement and learning.