



**Empowering
Individual
Potential**

Dunlap Community Unit School District #323

RETURN TO SCHOOL PLAN

2020-21 School Year
Second Semester Updates

Adopted by the Board of Education
on Wednesday, July 29, 2020

Updated on Wednesday, October 21, 2020

Table of Contents

Table of Contents	2
Welcome Back!	3
Rationale & Considerations for Our Plan	4
Responding to Community Feedback	5
Wellness Committee	6
Face Coverings and PPE	6
Hand Hygiene	6
COVID Tracking and Reporting	6
Medication Distribution	6
Health Screenings	6
High Risk Students and Staff	7
Visitor Plan	7
General Classroom Guidance through All Stages	7
School Closure Plan	9
Attendance	10
Symptoms Requiring Absence	10
Conditions Requiring Absence by Staff and Students	10
When to Return	10
Curriculum & Instruction	12
Phase 4 Learning Options	12
Option A: In-Person Instruction	12
Option B: Complete Remote Instruction (No In-Person Attendance)	15
Curriculum & Instruction-Related Topics	17
Social Emotional Learning (SEL)	17
Special Education, 504, and Related Services	17
As it Applies to Students	18
As it Applies to Parents	18
English as a Second Language (ESL)	18
Early Childhood Instruction	19
In-Person Teaching Instructional Guidance	20
Expectations	21
Students	21
Parents	21
Teachers	22
School Calendar	22
Other Curriculum Links	22
Remote Learning for Phases 1, 2, & 3 (All Students Remote)	22

Welcome Back!

We are excited to welcome our students, staff, and families to the 2020-2021 school year! Our goal this year is to provide instructional opportunities for our students that meet the needs of families. Dunlap CUSD #323 believes in getting students back into the classroom with their teachers, as direct in-person instruction, the relationships our teachers build with students, and the creative learning opportunities teachers create for students are what is best for students. However, the current circumstances surrounding the COVID-19 pandemic have made it so in-person learning may not be the best or safest option for all families for learning to continue. As such, Dunlap CUSD #323 will provide two choices so that families can make the best decision for their students learning while keeping safety and health in mind.

Thank you to all the collaborative efforts of the committees including teachers, parents, administrators, school board members, and our school nurses in creating this plan. Guidance from the Illinois State Board of Education, IDPH Guidelines, American Academy of Pediatrics, and the CDC were considered in making decisions for the safety of our students and staff.

During Phases 1-4 of the Restore Illinois Plan, the guidance outlined here in Dunlap Return-to-School Plan will supersede conflicting Student Handbooks, Curriculum Guides, policies, procedures, and language for the duration of its approved implementation.

PLEASE READ STATEMENT BELOW

After the Board Meeting on Wednesday, July 29, a survey was sent out to families allowing them to choose In-Person or Remote-Only Instruction. This survey needs to be completed no later than Monday, August 3. Families who do not respond will be counted as in-person and families can only change between in-person and remote learning at the end of the first semester.



Rationale & Considerations for Our Plan

Preliminary planning took into consideration the guidance provided by Governor Pritzker in the [Restore Illinois Plan](#), ISBE's "[Part 3: Starting the 2020-21 School Year](#)" guidance document and the recommendations provided by the [American Academy of Pediatrics](#).

DUNLAP RETURN TO LEARNING

LEARNING OPPORTUNITIES ARE BASED ON THE RESTORE ILLINOIS PHASES

1 & 2

PHASE 1 & 2

Strict stay at home and social distancing guidelines are in place during this phase. Only essential workers remain on school sites as needed. All students and staff engage in remote learning, which will include more rigorous guidelines, based on ISBE guidance and feedback regarding the Spring 2020 remote learning.

3

PHASE 3

Social distancing guidelines are in place during phase 3. Gatherings of 10 people or less in a space is permitted which means:

- A majority of our students and staff will engage in remote learning which will include more rigorous guidelines, based on ISBE guidance and feedback regarding the Spring 2020 remote learning.
- Students in some special education programs or services may be in-person at one of the buildings in the district. Priority will be given to students who are in the general education setting less than 40% of the day.
- Staff depending on job responsibilities and direction from the superintendent may be in their respective buildings.
- Extracurricular activities will follow the ISBE, IDPH, IHSA and IESA guidelines.

4

PHASE 4

Social distancing guidelines, to the greatest extent possible, are in place during phase 4. Gatherings of 50 people or less in a space is permitted which means:

- In-person instruction is the priority, with the option of remote learning for some students.
- Extracurricular activities will follow the ISBE, IDPH, IHSA and IESA guidelines.

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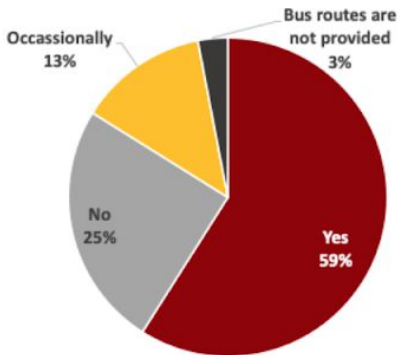
PHASE 5

School will resume back to a regular schedule and "normal" procedures while following any new public health guidelines.

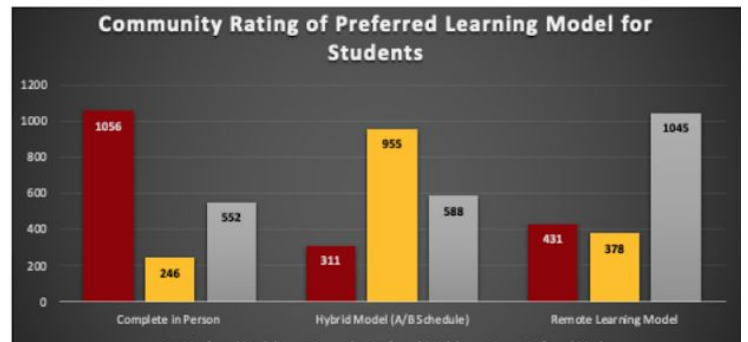
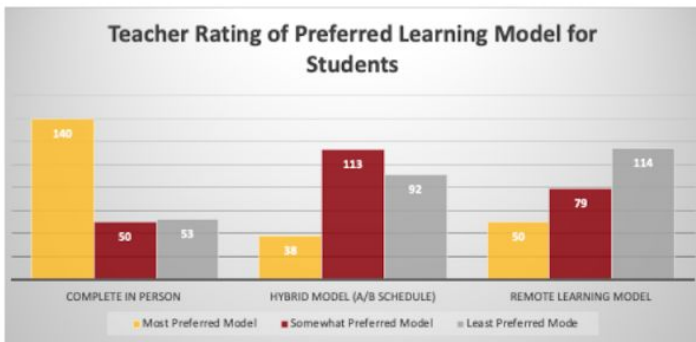
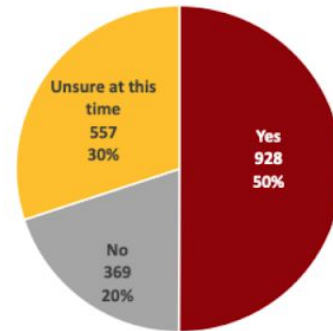
Responding to Community Feedback

In addition to the direction provided by ISBE, IDPH, AAP, and the CDC, committees referred heavily to the feedback received by district stakeholders in the "2020-21 School Year Planning Feedback Form" (407 staff members, 243 teachers, and 1,854 families). We thank everyone for their time and consideration as the provided data guided the decision-making process.

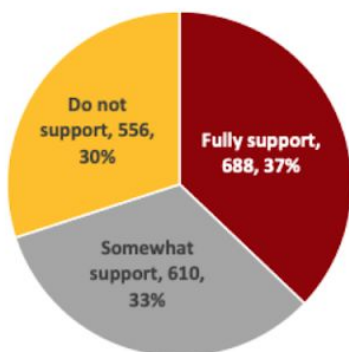
Will your student ride the bus to school this coming year?



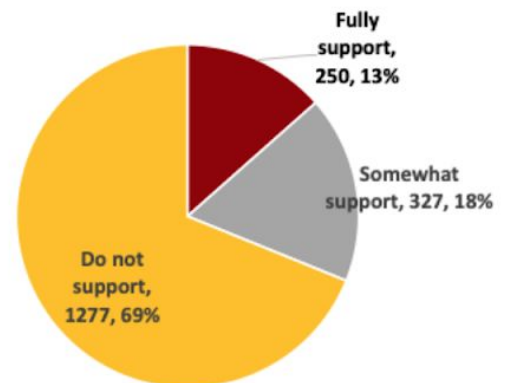
Should Dunlap CUSD #323 choose the complete, all in-person model for this coming fall, would you feel comfortable sending your student(s) to school?



Comfortability with Wearing a Face Mask All Day



Comfortability with No Face Mask Whatsoever



Wellness Committee

Dunlap 323 Wellness/Health/Safety Committee met to create a plan to safely return students and staff to school. The committee was composed of parents, staff, DEA union staff, board members, and administrators. The committee met several times within a three week period. The following plan was developed with guidance from CDC and IDPH. This plan is subject to change as these guidelines evolve and change.

Face Coverings and PPE

- Require face masks for all students/staff (except when students are outside and practicing social distancing). Any exception to this rule (per medical note) must be pre-arranged with school administration and the district nurse to discuss alternative education options.
- Students and staff need to provide own mask
- Students are encouraged to have a minimum of 5 face coverings (one for each day of the week). A clean face covering should be used each day.
- Students need to have facemasks on the bus at all times.
- Classrooms will use proper distancing (to the greatest extent possible).
- Masks are not required when outside AND 6 ft apart under the supervision of school staff.
- Student Discipline Policy will be followed regarding incidents with students that refuse to wear masks.
- **Except when students are outside and practicing social distancing**

Hand Hygiene

- Sanitize hands upon entry to the classroom and school building.
- Post signs on proper handwashing techniques throughout the building.
- Handwashing times will be built into the daily classroom schedule (per K-5, 6-8, 9-12 building. See building administration for specific guidelines.)

COVID Tracking and Reporting

- Parents/Guardians (are encouraged) to report positive cases to school building.
- IDPH will report any positive cases to the school district
- IDPH will conduct contact tracing
- School district will follow IDPH guidance for timeline to return to school
- District will defer to the Peoria County Health Department for notification to families, but will follow state guidance if any district notification is provided.

Medication Distribution

- District nurse and designated staff will create a plan (within guidelines) to meet individual school's needs.

Health Screenings

- Temperature checks will be conducted for all students and staff in the building at the beginning of each day. If a student or staff member has a temperature of 100.4 or higher, students will be moved to a quarantine space. Students who have driven to school will have to leave the school, after parent notification. **Parents or**

guardians of non-driving students will be contacted and asked to pick up their student immediately. Staff members will need to leave the building.

- Teachers or staff will ask students in their first class how they are feeling.
- The District will keep record of when students and staff may return to school after illness.
- At sign of illness throughout the day, students and staff will be checked by the school nurse and will be moved to a quarantine space (designated by building administration) if needed. In that case, **parents/Guardians will be contacted and required to pick up students immediately.**
- Students will **not** be penalized for missing school due to illness. There will be no Perfect Attendance awards.

High Risk Students and Staff

- Aerosol-generating procedures **cannot** be performed in schools-
- Students with these conditions can not have these procedures done at school. Families need to work with the school nurse to develop a plan of care.
 - Nebulizers
 - Suctioning- oral and tracheal
 - High Flow Oxygen
- A spacer/valved holding chamber should be used with all metered-dose inhalers.

Visitor Plan

- Face masks will be required for all visitors entering District buildings.
- Visitors will be screened upon arrival and their temperature will be checked. If they have a temperature of 100.4 degrees or higher, they will not be allowed to enter the building.
- Visitors will be required to wash/sanitize their hands upon arrival.
- All visitors must be authorized by building administrators or their designees.
- A drop box will be used for material drop-off as appropriate.

General Classroom Guidance through All Stages

Preschool Guidance

- Clearly mark classroom areas to show where to sit, stand, lineup for 6 feet spacing (to the greatest extent possible).
- Remain in same classroom group throughout the day, services take place in the classroom.
- Clearly mark common areas to show where to sit, stand, and lineup for 6 feet spacing.
- Schedule/coordinate restroom and hand washing breaks throughout the day.
- Schedule/coordinate recess by classroom to minimize student mixing.
- Sanitize hands whenever anyone enters the classroom.
- Clean classrooms after use.

Kindergarten- Grade 5 Guidance

- Arrange and assign seating that is six feet apart (to the greatest extent possible). Please maintain an up-to-date seating chart (IDPH may need this in the event of a positive case and resulting tracing).
- Clearly mark common areas and tables to show where to sit, stand, and line up for six feet spacing where possible.
- Students will remain in the classroom group throughout the day (to the greatest extent possible).
- Schedule/coordinate restroom and handwashing breaks throughout the day.
- Schedule/coordinate recess by grade level to minimize mixing student groups.
- Clean classrooms daily.

Grades 6-8 Classroom Guidance

- Arrange and assign seating that is six feet apart (to the greatest extent possible) and maintain up-to-date seating charts.
- Clearly mark common areas and tables to show where to sit, stand, and line up for six feet spacing where possible.
- Stagger transition times and review schedules.
- Schedule/coordinate activities by grade level to minimize student mixing.
- Sanitize hands whenever anyone enters the classroom.
- Encourage hand washing throughout the day.
- Clean classrooms daily.
- (Review and modify arrival and dismissal procedures, lunch procedures, specials).

Grades 9-12 Classroom Guidance

- Arrange and assign seating that is six feet apart (to the greatest extent possible) and maintain up-to-date seating charts.
- Clearly mark common areas and tables to show where to sit, stand, and line up for six feet spacing where possible.
- Stagger transition times and review schedules.
- Schedule/coordinate activities by grade level to minimize student mixing.
- Sanitize hands whenever anyone enters the classroom.
- Encourage hand washing throughout the day.
- Clean classrooms daily.
- Building staff must review student arrival and dismissal procedures.

Shared Objects

- Students and staff will be restricted from borrowing or sharing any items.
- Electronics should be cleaned before and after each use.
- Utilize hand sanitizer before and after the use of books or library materials.

School Closure Plan

- The District will follow the School Decision Tree recommended by the CDC if an infected person has been in the school building.
- Upon learning of a positive COVID-19 case, the district will immediately notify the Peoria County Health Department.
- **Coordinate with local health officials** Once learning of a COVID-19 case in someone who has been in a school, Dunlap Schools will immediately notify local health officials. These officials will help administrators determine a course of action for the school and programs.
 - The Dunlap Director of Student Services will notify the Peoria County Health department of the positive case of COVID-19.
 - The two entities will collaborate to confirm the positive COVID-19 case and to what degree the Attendance plan will be implemented.

School Dismissal

In some instances, the Peoria County Health Department may recommend that we close a classroom, grade level, or school building. There may be an initial short-term dismissal for 2-5 days. This initial short-term dismissal allows time for Dunlap Schools and the local health officials to gain a better understanding of the COVID-19 situation impacting the school. Local health officials will help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Schools are not expected to make decisions about dismissal or canceling events on their own. Dunlap Schools along with the Peoria County Health Department recommendations for the scope (e.g., a single school, multiple schools, or the full district) and duration of school dismissals will be made on a case-by-case basis using the most up-to-date information about COVID-19 and the specific cases in the community.

Communication Plan

Dunlap Public Schools will coordinate with local health officials to communicate dismissal decisions and the possible COVID-19 exposure.

If we have a positive case in a classroom setting, then the health department will notify those that need to be notified.

If an individual (student or staff) exhibits COVID-19-similar symptoms, fever, cough, shortness of breath or difficult breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting or diarrhea, he or she will be asked to isolate/leave school or should not come in for the day and need to stay away for 10 days from symptom onset and go 24 hours without a fever, whichever is longer. However, the school nurse can work with parents and/or their physicians as needed. Students will be allowed back once the requisite time period has lapsed and with certification regarding lack of symptoms.

Attendance

Symptoms Requiring Absence

COVID-19 like symptoms (fever, cough, shortness of breath or difficult breathing, chills, fatigue, muscle and body aches, headache, sore throat, new loss of taste or smell, congestion or runny nose, nausea, vomiting or diarrhea (IDPH/CDC list recommended to use)) or exposure to COVID-19, the individual will be sent home. The school nurse can work with parents and/or physicians to work out individual plans as the needs arise.

- Schools will ask affected staff members or parents/guardians of affected students to call the IDPH COVID-19 hotline at 1-800-889-3931. Individuals must let the District nurse know if they have been in close contact with someone who tested positive for COVID-19. Staff should maintain six-foot distance from students at all times (when the times allow).

Conditions Requiring Absence by Staff and Students

- Known exposure to COVID-19
- When an individual has been in close contact with someone who tested positive for COVID-19
- Temperature of 100.4 degrees Fahrenheit with symptoms likely indicates an acute illness, and the individual will be sent home.
- Sore throat with fever over 100.4 or higher or visibly swollen glands.
- Consistent coughing with pain or fever.
- The first 24 hours of antibiotic treatment for contagious illness (strep throat, pink eye, etc.).

When to Return

- COVID-19 like symptoms: (Per IDPH and Centers for Disease Control (CDC) guidelines).
 - a. If untested with COVID-19 symptoms
 1. At least 1 days (24 hours) have passed with no fever, without use of fever reducing medications, and improvement of symptoms, AND
 2. At least 10 days have passed since symptoms first appeared.
- Tested positive with symptoms
 1. At least 10 days have passed since first symptoms
 2. At least 1 days (24 hours) have passed with no fever, without use of fever reducing medications, and improvement of symptoms.
 3. Two (2) negative COVID tests in a row, at least 24 hours apart.
 4. Isolation release from the health department.
- Tested positive without symptoms
 - a. At least 10 days have passed since the date of the first positive test, and no symptoms have developed, AND
 - b. Two (2) negative COVID tests in a row, at least 24 hours apart.
 - c. Isolation release from the health department.

- Exposure to COVID-19
 - a. 14 days have passed since the date of exposure (when exposed to the positive test), with no onset of symptoms (length of time during which symptoms will appear). If the exposure was from a member of your household, an additional 10 days have passed since the positive person was released from quarantine, a total of 24 days from initial positive (14 days from initial quarantine and 10 days from release)
 - b. To be released from quarantine we will need a release from your local health department.

Intervention Recommendations for Communicable Diseases

- Stay home when you are sick.
- Avoid close contact with people who are sick.
- Cover your cough or sneeze with your elbow or a tissue, then throw the tissue in the trash. Wash your hands with soap and water.
- Avoid touching your eyes, nose, and mouth.
- Wash your hands often with soap and water for 20 seconds, and dry them. If unable, use hand sanitizer.
- Clean and disinfect frequently touched objects and surfaces using regular household cleaning sprays or wipes (e.g. toys, desks, door handles, counters).
- Ensure all vaccines are up to date.
- Promote non-contact methods of greeting.
- Practice physical distancing (stay at least 6 feet away from other people) and wear a mask when unable to distance.

Curriculum & Instruction

Phase 4 Learning Options

During Phase 4 of the Restore Illinois Plan, **families will have two options** for students to receive instruction during the 2020-21 school year:

- **Option A:** In-Person Instruction
- **Option B:** Complete Remote Instruction

Family choice can be revisited at the end of the first semester.

Option A: In-Person Instruction

Elementary

There will be a regular schedule for all elementary students opting for in-person learning. To minimize transitions and exposure, students will remain in their classrooms for Specials (Art, Music, technology, and World Language). The Specials teachers will go to the classrooms instead of the students moving to Specials' rooms.

In-person elementary students who may need to quarantine will be treated as a regular out-of-school absence. Work will be provided by the in-person classroom teacher for the student to complete at home, as the student and family are able.

Wednesdays will still follow the PLC dismissal time of 2:15 p.m.

Middle and High School

Middle and high-school students will be in school for a full-school day.

Option 1: However, to minimize transitions and resulting exposure, middle and high-school students will follow a block schedule to include 4 academic classes per day (96-minute blocks at DHS and 88-minute blocks at DMS/DVMS). DVMS and DMS students will also have a 30 minute Panther Pride or Spartan Learning Community period each day. There will be no locker use. Students will be allowed to carry their backpacks during the day to hold their books and supplies. Teachers are encouraged to find a place for backpacks to be placed so that they are not kept at the student's desk.

In-person secondary (6-12) students who may need to quarantine (and are able) can continue to engage with their courses remotely via Canvas. Students will have additional time to make up assignments and should communicate with teachers to determine a feasible schedule to submit work.

Wednesdays will still follow the PLC dismissal time of 3:00 p.m.

Quarantined/Excluded Students

In-person students needing to quarantine/isolate and be excluded from in-person learning will have recorded lessons and videos provided to minimize the loss of direct instruction, to the greatest extent possible. Videos and assignments will be made available on Canvas or Seesaw (K-2).

Middle and High-School Bell Schedules can be viewed on the next two pages.

DMS/DVMS Daily Schedules

In-Person Bell Schedule (DMS/DVMS)		
Time	A Day	B Day
M, T, Th, F: 8:20 a.m. - 9:49 a.m. Wed: 8:20 a.m. - 9:42 a.m.	1st Hour	5th Hour
M, T, Th, F: 9:52 a.m. - 11:52 p.m. Wed: 9:45 a.m. - 11:40 a.m.	2nd Hour	6th Hour
M, T, Th, F: 11:57 p.m. - 1:26 p.m. Wed: 11:42 p.m. - 1:04 p.m.	3rd Hour	8th Hour
M, T, Th, F: 1:28 p.m. - 1:58 p.m. Wed: 1:06 p.m. - 1:36 p.m.	SLC/PP	SLC/PP
M, T, Th, F: 2:01 p.m. - 3:30 p.m. Wed: 1:38 p.m. - 3:00 p.m.	4th Hour	9th Hour

*PLC Wednesdays will continue with a 3 p.m. dismissal for students.

Remote-Only Bell Schedule (DMS/DVMS)		
Time	A Day	B Day
M, T, Th, F: 8:20 a.m. - 9:50 a.m. Wed: 8:20 a.m. - 9:45 a.m.	1st Hour	5th Hour
M, T, Th, F: 10:00 a.m. - 12:00 p.m. Wed: 9:55 a.m. - 11:50 a.m.	2nd Hour	6th Hour
M-F: 11:00 a.m. - 11:30 a.m.	Lunch	Lunch
M, T, Th, F: 12:00 p.m. - 1:30 p.m. Wed: 11:50 p.m. - 1:15 p.m.	3rd Hour	8th Hour
M, T, Th, F: 1:30 p.m. - 2:00 p.m. Wed: 1:15 p.m. - 1:35 p.m.	SLC/PP	SLC/PP
M, T, Th, F: 2:00 p.m. - 3:30 p.m. Wed: 1:35 p.m. - 3:00 p.m.	4th Hour	9th Hour

Middle-School Remote Learning Teaching Team

*Middle school students may have a DMS or DVMS teacher for their remote classes.

Subject	Teachers
English Language Arts	Mrs. Carson, Mrs. Fleming, Mrs. Segler, Mrs. Miller
Mathematics	Mr. Delinski, Mrs. Gorski
Science	Mrs. Johnson, Mrs. Carpenter
Social Studies	Mr. Crusen, Mrs. Scott

DHS Daily Schedule

BLOCK ROTATION (M-T/R-F)	A DAY	B DAY
7:01 a.m. - 7:50 a.m.	Zero Hour	Zero Hour
8:20 a.m. - 9:56 a.m.	1st Hour	4th Hour
10:01 a.m. - 11:37 a.m.	2nd Hour	5th Hour
11:42 a.m. - 1:48 p.m. A (11:42 a.m. – 12:07 p.m.) B (12:12 p.m. – 12:37 p.m.) C (12:42 p.m. – 1:07 p.m.) D (1:12 p.m. - 1:48 p.m.)	3rd Hour	6th Hour
1:53 p.m. - 3:30 p.m.	Homeroom	7th Hour

WEDNESDAY	A DAY	B DAY
7:01 a.m. - 7:50 a.m.	Zero Hour	Zero Hour
8:20 a.m. – 9:48 a.m.	1st Hour	4th Hour
9:53 a.m. – 11:21 a.m.	2nd Hour	5th Hour
11:26 a.m. – 1:25 p.m. A (11:26 a.m. – 11:51 a.m.) B (11:56 a.m. – 12:21 p.m.) C (12:26 p.m. – 12:51 p.m.) D (12:56 p.m. - 1:25 p.m.)	3rd Hour	6th Hour
1:30 p.m. – 3:00 p.m.	Homeroom	7th Hour

*The Homeroom Block will allow students to receive additional help, make up any Incompletes from the 2019-20 school year, receive additional IEP minutes, and speak with teachers about any questions. This time can also be utilized for club meetings.

Option B: Complete Remote Instruction (No In-Person Attendance)

Elementary Structure

Continuing with the same structure as the Fall of 2020, elementary remote students will have a devoted remote-learning Dunlap classroom teacher who will provide remote learners with a daily schedule making families aware of times where live, real-time activities will occur versus independent learning.

When changing from remote to in-person for the spring semester, every attempt will be made to keep students at their home schools. **However, if in-person sections are at capacity, students may temporarily be assigned to another building for the remainder of the spring 2021 semester. Students would then return to their home buildings for the 2021-22 school year.**

Please note that changing from remote to in-person learning will increase class sizes significantly. The District believes it has maximized all mitigation measures as outlined in the Return to School Plan and no additional measures will be added.

Middle School Structure

For the second semester of the 2020-21 school year, designated sections of English/Literature, Math, Science, and Social-Studies courses will be created and instructed by remote-only Dunlap teachers. Both Dunlap Middle and Dunlap Valley Middle Schools will have redrawn master schedules to allow a fully remote schedule that will not be disrupted by teachers also needing to teach in-person sections. This may include remote learners being taught by either a Dunlap Middle or Dunlap Valley Middle School teacher.

Every effort will be made so students will not have "double" or "triple"-booked class periods where they need to choose between one course or the other to attend any Google Meet sessions. Students will only have one class in a given hour, much like an in-person student's schedule.

For all classes but PE and Explore, attendance will be taken at the beginning of each class. Middle school students will no longer submit a Google Form for attendance, rather, teachers will take attendance at the beginning of a class just like in-person learners.

PE and Explore courses will be part of a student's schedule, however, posted lessons, videos, and activities will walk students through expectations independently on Canvas. Students will submit any evidence of learning as directed by teachers.

Students choosing remote-only instruction will be expected to be in Google Meet sessions as required by teachers. Additionally, students should be working on assignments for the appropriate course based on the day's schedule so that teachers can support students. Attendance will be taken in every middle school class as it would be done in-person.

If a remote-only student chooses to switch to in-person and all in-person sections are full at either Dunlap Middle or Dunlap Valley Middle School, the student would have to attend in-person learning at the opposite middle school. This temporary change would only apply for the spring 2021 semester and students could return to their home school for the 2021-22 school year.




DUNLAP HIGH SCHOOL: Criteria for Remote Learners

Target: To increase the academic success of Dunlap High School’s 9th-12th grade Remote Learners.

Every Student Succeeds Act (ESSA) - State of Illinois Definition of Students On-Track: *Students identified as “on track” have earned at least five full-year course credits (10 semester credits) **AND** have earned no more than one semester “F” in a core course (English, Math, Science, or Social Science).*

Dunlap High School: Semester II Remote Learning Academic Designations

With the guidance of ESSA’s State of Illinois guidelines for students ‘on-track’, Dunlap High School will implement a Remote Learning criteria for all Remote Learners based on Quarter I Grade reports from Semester I. The following criteria will apply to all DHS Remote Learners that did not demonstrate ‘academic success’ during Semester I Remote Learning according to the ESSA definition listed above.

CATEGORY I 	Remote Learner Passing All Courses per the DHS Quarter I Grade Report <i>Options:</i> <ul style="list-style-type: none"> ● Student may continue Remote Learning for all enrolled courses with assigned DHS teacher and/or Edgenuity ● Remote Learner may return to In-Person Learning at DHS at the start of the 2nd semester
CATEGORY II 	Remote Learner Failing One Course (Core/Elective) per the DHS Quarter I Grade Report <i>Options:</i> <ul style="list-style-type: none"> ● Failed course will be replaced with the aligned Edgenuity course ● Student may continue remote learning for all other course sections with assigned DHS Teacher ● Administration recommends remote learner return to In-Person Learning at the start of 2nd semester
CATEGORY III 	Remote Learner Failing Two or More Courses (Core/Elective) per the DHS Quarter I Grade Report. <i>Options:</i> <ul style="list-style-type: none"> ● Administration recommends remote learner return to In-Person Learning at the start of 2nd semester ● Remote Learner will transition to a full Edgenuity course schedule

Remote Learning Course Parameters:

1. When there are more than 15 students and staff available for a given class period of a certain class, students will have the following options:
 - A. Students will be grouped together when possible to receive instruction from a teacher so that the entire class will be “remote only” instruction. For that period, the teacher will only teach students remotely.
 - B. High school learners who are able to be accepted into ICC may, at their own cost, take an ICC course or courses that may count for DHS High school graduation requirement(s). Classes that are listed on the IAI (Illinois Articulation Initiative) (<https://icc.edu/academics/files/ICC-College-Catalog-2020-2021.pdf>) general education class list and which coincide with a high school graduation requirement will be accepted as satisfying a high school requirement including core course requirements.

2. When there are fewer than 15 students or no staff available for a given class period of a certain class, students will have the following options:
 - A. Videotaped instruction will be provided by Dunlap teachers that students may view on their own schedule. Teachers will be available in their preparation period and before and after school to answer questions and provide feedback to remote learners. Teachers may be compensated for the extra period or periods in which they provide remote instruction except when they have an entire class of remote learners for a given period.
 - a. Edgenuity-equivalent course: A third-party provider that will allow students to take courses that Dunlap cannot provide remotely and expose students to the same skills and associated standards they would otherwise receive in a Dunlap course. Edgenuity offers both honors and AP courses for students.
 - B. High school learners who are able to be accepted into ICC may, at their own cost, take an ICC course or courses that may count for DHS High school graduation requirement(s). Classes that are listed on the IAI (Illinois Articulation Initiative) (<https://icc.edu/academics/files/ICC-College-Catalog-2020-2021.pdf>) general education class list and which coincide with a high school graduation requirement will be accepted as satisfying a high school requirement including core course requirements.
 - C. Illinois Virtual School courses can be taken at an additional cost to families.

Curriculum & Instruction-Related Topics

Social Emotional Learning (SEL)

Teachers will continue to implement the SEL curriculum with supplementary resources with an intentional focus on student’s emotional health who may have been or continue to be impacted by COVID-19. Students will also have continued support to social workers, psychologists, and counselors at school. Panorama will be utilized as an SEL tool to identify students who will need extra support from their teachers staff during this time. Surveys will continue to be conducted for students in grades 3-12 and problem solving teams will continue to identify students who may need additional support or interventions. Students with IEPs, 504s, RTI plans, will continue to receive services based on their identified needs. Additionally, freshmen will receive their SEL curriculum in PE during inclement weather days.

Special Education, 504, and Related Services

Dunlap School District #323 understands the impact COVID-19 has had on our most vulnerable student population. As a result, the Student Services Department is developing plans and procedures to address the various unique

challenges for in-person and remote-learning instruction.

Dunlap School District #323 must adhere to timelines for annual IEP meetings and required evaluations. There continues to be limited flexibility from complying with federal and state laws. All Individuals with Disabilities Education Act (IDEA) and Section 504 timelines remain in effect. IEP teams should meet to determine whether any amendments to students' IEPs are necessary to address students' current levels of performance. IEP teams should update remote learning plans as needed for students based on the learning experiences during the 2020-2021 school year.

As it Applies to Students

- All available accommodations and modifications as outlined in a student's IEP/504 will be upheld as much as possible during eLearning. If necessary, alternative accommodations and modifications will be provided.
- Questions can be submitted to your Special Education Teacher or Case Manager.

As it Applies to Parents

- Parents can still request an IEP/504 during this time and the regular 10-calendar day rule still applies. Parents will receive written communication notifying of meeting decisions.
- IEP/504 Team Meetings are encouraged to meet remotely for everyone's safety. If possible, in-person meetings can be scheduled with team members who feel comfortable doing so. Both in-person or remote meetings are allowable under the Individual with Disabilities Education Act (34 C.F.R. 300.322).
- Questions can be forwarded to your child's IEP or 504 Case Manager.

English as a Second Language (ESL)

In a traditional academic year, The Dunlap ESL team delivers push-in or pull-out services to all of the District's emergent bilinguals for a minimum of thirty minutes daily, with the goal of supporting and enriching both the conversational and academic English development in the areas of listening, speaking, reading, and writing. ESL teachers also serve as a cultural bridge for qualified students, helping to make connections from students' native culture to that of their new environment. While the ESL team advocates for an additive approach to learning by supporting the family's continued cultivation of the native language and culture, English is the predominant language of instruction.

When delivering instruction to emergent bilinguals in a mid/post-pandemic environment, expectations must be targeted, authentic, and activities meaningful for students to ensure linguistic and academic growth. Therefore, the following guidelines for learning will be enacted for the 2020-2021 school year at the elementary, middle, and high school levels:

Elementary ESL

Emergent bilinguals returning to face-to-face instruction for the upcoming school year will continue to receive their ESL instruction from an ESL or Bilingual endorsed educator. All elementary ESL lessons will consist of pull-out instruction, for a minimum of thirty minutes daily. In order to minimize the mixing of students from different classes, all attempts will be made to group students into one classroom per grade level or groups by class for grade levels/schools with numbers high enough to necessitate multiple groups. The ESL Coordinator will collaborate with building administrators to make the necessary adjustments to class lists to help mitigate the spread of the virus under these unique circumstances.

Middle & High School ESL

In line with pre-pandemic protocol, high school emergent bilinguals will receive their ESL instruction during one of their academic course periods taught by an ESL or Bilingual endorsed educator. The District meets the state requirement of five “periods” of ESL instruction per week. In addition, the ESL teacher will have a block of time to coach teachers, conduct observations, and push into classrooms to offer support. ESL students will have an additional block of time on Friday afternoons for supplemental support as needed.

ESL Remote Instruction

Emergent bilinguals at all levels who opt to continue with remote learning for the 2020-2021 school year will continue to receive high quality ESL services from an ESL or Bilingual endorsed teacher. Families have the option to bring the child to the school solely for their ESL lessons or also have them remotely. A tiered system of support may be utilized depending upon the number of students who select the remote learning option. The tiered system could resemble the following:

- Tier 1-Proficiency Levels 1-2: Minimum of 5 days per week of direct remote instruction, 30 minutes per day
- Tier 2-Proficiency Levels 2-3: Minimum of 2-3 days per week of direct remote instruction, 30 minutes per session with activities being provided for the indirect learning days
- Tier 3-Proficiency Levels 4+: Minimum of 1-2 days per week of direct instruction with activities being provided for the indirect learning days

Additional indirect instruction and support may also be provided on an as needed basis. This may take the form of ESL teacher collaboration with general education staff to provide pertinent accommodations, modifications, and/or scaffolds to increase comprehensibility of core content. Data for tier placement will be the 2020 ACCESS scores or the most recent screener information. Final tier decisions will be a joint decision of the building ESL teacher and the ESL Coordinator.

Parents of remote learners will be notified of their child’s tier placement by the ESL teacher who will be providing the instruction. Please note that at the elementary level, ESL instruction will not begin until approximately Labor Day due to the high volume of screener tests that must be administered.

A tiered system of instruction would also be enacted should the District as a whole return to solely operating under a remote instructional learning plan.

Early Childhood Instruction

Early Childhood students will attend school on campus Monday-Friday in half day sections. Students will remain in small groups and maintain proper social distancing as much as possible. In addition to academic learning, there will be an emphasis on teaching students proper self-care techniques, such as mask wearing, hand-washing, and cleaning their work spaces. Between sessions, staff will properly clean and sanitize the room for the next class. Guidelines for the ECE/Bright Futures Programs can be found [here](#).

Monday, Tuesday, Thursday, Friday	
AM Session	8:24 a.m. - 10:45 a.m.
PM Session	11:54 p.m. - 2:15 p.m.

Wednesday	
AM Session	8:24 a.m. - 10:30 a.m.
PM Session	11:54 a.m. - 2:00

In-Person Teaching Instructional Guidance

Relationships

All teachers during the first two weeks of school will have a focus on building relationships with their students. The relationship building can and should continue after the first two weeks, but as we welcome students back into our buildings and classrooms, relationships should be the focus.

Preparation:

- All teachers should prepare a COVID emergency sub plan of instructional materials on Canvas. This is to help prepare in the event you are not able to be in the classroom and/or instructing remotely due to an illness related to COVID.
- Front load teaching any tools, programs, or websites that you need students to be familiar with in the event we have to go to remote learning. Students should be able to navigate through Seesaw (kindergarten through second grade) and Canvas.

Outdoor Learning

Due to the nature of social distancing guidelines, mask wearing, and mitigation strategies due to COVID, please find opportunities for students to learn outside. When students are outside and 6 feet apart, they may take off masks. Teachers are encouraged to find ways to take learning outside to allow for proper social distancing and breaks from masks.

Cooperative Learning Strategies

Some of the best practices for instruction unfortunately are not the best options while trying to socially distance our students. Teachers will make all attempts for students to have individual copies, materials, manipulatives, collaboration through technology, and activities that are able to maintain social distancing and sanitation guidelines.

Field Trips

In-person trips will be restricted until Phase 5. Virtual trips are encouraged.

Dual Credit

Dual-credit courses taken at Dunlap High School will continue to follow the Dunlap School District plan for learning. Students will have a choice for in-person or remote learning. Additionally, DHS students completing IAI general education classes with a passing grade that coincide with high school requirements will receive high school credit and satisfy high school graduation requirements, include core course requirements.

Career and Technical Education through PERFECT

The work-based learning construction course will follow the schedule provided by the Peoria Educational Region for Employment and Career Training (PERFECT). This will be communicated out through students' counselors or through the instructors of the work-based learning course.

Grading & Assessment

Flexibility and understanding as students are returning back to school will be imperative. Teachers should consider the individual circumstances of their students. Some students may need the opportunity to reassess skills so that they can be successful in future assignments or assessments. Dunlap School District will follow any guidance from ISBE in regards to mandated testing.

For in person instruction there will be a return to grading practices prior to COVID-19 remote learning in the spring of 2020. K-2 will continue with standards based reporting. Both middle schools have updated grading practices included here for the 2020-2021 school year (Please see pages 15 and 16 in the [Middle School Handbook](#)). High School grading practices will return to grading practices prior to COVID-19 as outlined in course syllabi.

Addressing Learning Loss: Assessing Students' Skill Levels

At the end of the 2019-20 school year, teachers completed Vertical Articulation Protocol documents that were shared with the next year/level's teachers. The documents noted which skills were introduced during the spring 2020 closure, as well as instructional materials and assessments to help for the 2020-21 school year.

Teachers will use the provided materials to creative formative assessments to understand where each student is and to plan each subject area accordingly. When appropriate, teachers will reteach concepts that would have otherwise been mastered in a previous grade level to mitigate learning loss. At any point a parent or teacher may request to meet virtually to discuss a student's current academic performance and to address any concerns that the parent or teacher may have about the student's learning.

For students needing additional skill remediation, placement into Rtl or adjusted Rtl minutes will be based on formative assessments and district-level assessments, with the focus on core literacy and math skill deficits.

Expectations

Students

Communicate- Students should communicate with their teacher(s), counselors, administrator, or trusted adult in the building when they need additional support, help, or experiencing difficulty completing assignments or attending class. We are here to help!

Attend- Students no matter the phase are expected to attend class either remotely or in-person.

Engage- Students should take an active role in their learning. Students can do this by completing assignments in a timely manner and participating in class activities. If completing assignments in a timely manner is difficult to do please make sure to talk to your teacher or counselor.

Parents

Communicate- Parents should notify the school when there are extenuating circumstances at home that are limiting a student's ability to engage or participate in learning. Parents may contact the teacher(s), counselor, and/or administration with any concerns. Example situations in which students are not able to participate in the learning process:

- No internet access at home
- Taking care of family members
- COVID-related illness in the family
- Death or loss in the family

Our staff are here to provide support and assistance during these times for students. Please do not hesitate to communicate with us.

Engage- Take an active role in your student's learning. Ask your student what they are learning in class, ask if they need help with any work, ask your student to show you their class Canvas pages, or if there is anything they need help with so they can effectively learn.

Teachers

Relationships: Teachers will start the year by focusing on relationships with students. Teachers will make daily contact with students, take attendance, and focus on getting to know their students.

Review: The first weeks of school will be devoted to reviewing material from the spring, taking time to focus on critical skills and concepts. This will ensure a strong equitable start to the year.

Engage: Teachers will create engaging content and lessons aimed at the essential learning standards for a grade level or course.

Flexibility: Teachers have shown over the course of Spring 2020 that they have an incredible ability to adjust and be flexible. Flexibility will continue this fall as teachers provide learning opportunities for students in the classroom and outside of the classroom. Teachers will focus on mastery of the essential skills and standards students need for a given class or grade level. Teachers will allow students to redo assignments where mastery is essential for success in future assignments, assessments, or activities.

School Calendar

In response to a spike or outbreak in COVID-19 within our school district, there may be a time when it is decided in conjunction with the Peoria Department of Public Health that the school district may need to shut down and go into a 2 or 3 week remote-learning plan. There may also be a time when we experience a long-term shutdown that is greater than 3 weeks mandated by the State of Illinois where we will have to implement the district's remote learning plan.

At any point during the school year if either a short term quarantine shut down or long term shut down occurs, the superintendent will communicate that decision. Teachers will have 2-3 days of remote instructional days which will count as student attendance days as soon as this decision is made. There would be no student learning during these days as teachers will be preparing for remote instruction.

Other Curriculum Links

[Remote Learning for Phases 1, 2, & 3 \(All Students Remote\)](#)

Human Resources

Training and Education on COVID-19 Safety Procedures

All staff will have training on COVID-19 safety procedures as part of their Public Works annual training. Any additional safety procedures will be communicated from the building principal.

Staff Return to School

All return-to-work expectations will be dictated by executive and legislative guidance from the state and federal government. Dunlap School District #323 is also working closely with the Dunlap Education Association (DEA). An employee's request for a special accommodation(s) is provided to the district office (name of person) for review and consideration. There may be an opportunity for staff to teach or complete their job remotely. Absences that are related to COVID-19 concerns must be accompanied by a physician's note, or official notice from a health agency containing relevant information/direction regarding the claimed condition. Eligible employees would be entitled to any COVID-19 related federal, state, and locally mandated leaves or accommodations. Otherwise, employees would be expected to use their accrued time bank for their absence from work (Sick time, vacation time, personal, etc.). The District will make every effort to follow all CDC, IDPH, and CDPH guidelines regarding district employees.

Traveling Teachers

Attempts will be made to limit the amount of travel that traveling teachers must do during a given day.

Remote Learning Staff

Teachers or staff who have a documented medical reason for not being able to conduct in-person learning may have the opportunity to conduct remote learning. If there are not enough teachers or staff to conduct remote learning then options will be explored with available in-person teachers to conduct remote learning.

Remote learning assignments will have more rigorous expectations than the Spring of 2020 such as:

- At least five hours of instruction daily
- Potentially larger class sizes
- Remote evaluation if you are in an evaluation year
- Work location will be at school, unless individuals have a medical note excusing them from attendance.

Secondary complete-remote-learning staff will provide SEL check-ins, team-teaching support, Rtl services, and may also continue to provide instruction for in-person students.

Staffing Levels

The district will monitor staffing levels within each building to ensure optimal operations for teaching and learning. In the event that staffing levels drop below the ability for the building to maintain optimal operations, the district will consider all options to support student learning. Every effort shall be made to ensure substitute teachers are available in all employee categories to fill vacancies and/or absences that could be a result of the COVID-19 health precautions. In the event of any unforeseen circumstances, the district will comply with Federal, State, IDPH, ISBE and CDC guidelines.

Class Size

Class size for complete remote instruction during Phase 4 of the Restore Illinois Plan will try to be the same as in-person instruction (25 for grades K-2, 30 for grades 3-12) as much as possible. Any increase in enrollment will be discussed with building administrators and the remote teacher.

Operations and Facilities Guidance

Available Space and Guidance for Use

- Per ISBE, all schools must limit the number of individuals in one space to 10 or fewer during Phase 3 and 50 or fewer during Phase 4. This applies to all school property, including transportation.
- Per ISBE, during Phase 4 IDPH guidelines will require use of appropriate PPE, including face coverings.
- 6 feet of social distancing must be used, as much as possible. While 6 feet of distance between individuals is not always possible, staff will work to plan out the best use of each space with the goal of creating as much space between staff and students in all settings.
- Each building will be examined for high touch areas. High touch areas will be minimized to the extent possible, with regular cleaning of these areas throughout the day.
- Per CDC recommendations, signs and messages will be posted in highly visible locations that reinforce safety precautions and promote protective steps (e.g. handwashing, face coverings).
- Mixing of different groupings/classes of students will be limited as much as possible.

Communication/Policy

- Dunlap schools and the district will regularly communicate with students, parents, and staff on information regarding COVID-19 specific information, including on behaviors that prevent the spread of COVID-19. With new health and safety realities, regular communication to students, parents, and staff is a priority. Each building will share information on what back to school processes will look like in their buildings with students and their guardians.

Policies and Procedures

- Each time a positive case is confirmed of a student or staff member, communication will go out to staff and guardians of those who have students in the school, similar to our lice notifications. Dunlap will work closely with the health department to communicate positive cases, with an understanding that there may be delays from when an individual is referred to test, the time it takes for test results to process, and the report being received at the school.
- As recommended by ISBE, Dunlap #323's mask policy will be enforced similarly to dress code infractions. Mask violations will be determined by the School Administration but may be referred by any staff member. Students in violation of the mask policy will be unexcused from class or classes until appropriately outfitted. When possible, an opportunity will be provided to remediate the behavior. Repeated offenses will result in further disciplinary action.
- ISBE provisions exempting mask wearing include those younger than 2 years old, those who have trouble breathing; or are unconscious, incapacitated, or otherwise unable to remove the cover without assistance.
- Per ISBE recommendation, physician notes are required for students and staff who are not able to wear a face covering due to a medical need. If students are medically unable to wear a mask, they will be required to wear a face shield unless a physician's note is submitted exempting face shields. Physician notes are to be submitted at the school building level
- Due to COVID, many changes have been planned. Use of playground equipment, changing for P.E., and indoor music performances (to name a few) are all sacrifices that we are embracing for the moment. Our goal will be to revert to pre-COVID policies and procedures as soon as we are safely able to do so.

Entrances

Per ISBE guidance, signs will be posted (consider multiple language options) that note:

1. persons may not enter the building if they have any currently known symptoms of COVID, 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
2. a 6-foot distance from others must be maintained as much as possible
3. face coverings must be worn at all times in-doors, including transportation; and
4. shaking hands or engaging in any other physical contact is prohibited in school buildings.

Sanitizing products will be available at building entrances. Hand hygiene upon entry is encouraged.

Classrooms/room spaces and set-up

- Per ISBE recommendations, teachers will provide assigned seating for students, with students remaining in these seats to the extent possible during class time.
- Classroom paths will be established for procedures such as entering and exiting class.
- When possible, windows will be opened for increased ventilation.
- Time should be allocated for hand hygiene practices, including before and after eating, and when entering and exiting a classroom. Adequate supplies will be available in rooms.
- Younger students will be strongly discouraged from bringing personal items. Items that are brought should remain with the student, labeled, and not shared with other students.
- Per ISBE recommendations, rooms should be cleaned after each use to the extent possible.
- Best practice indicates one directional, spaced out seating. One directional seating will be used when possible. Class furniture will be removed as possible to increase spacing.

Auditorium/Multi-Purpose Room

- Use auditoriums/multi-purpose rooms as regular classroom spaces when appropriate to reduce students in regular classrooms and maximize social distancing. Events that would potentially involve 50 members or more will be discontinued until Phase 5.

Hall Use, Traffic Flow, and Passing Periods

- The number of individuals in a given hallway will be limited to the greatest extent possible.
- Movement will be limited between classes. When possible, staff can rotate through classes rather than requiring movement/mixing of student groups.
- Hall supervision will include limiting the number of students entering bathrooms at one time.
- When possible, hallways and stairways will be used as one way paths or as highway routes. Hallway lanes will be encouraged through training and floor markings as needed.
- Use floor markings to delineate 6-foot distances in locations where students line up.
- Remove furniture and school materials that encourage congregating as feasible.
- Limit riders in elevators to one or two (when continuous support or supervision is needed).
- Each building will stagger passing periods if applicable.

Lockers

- Locker use will be prohibited until deemed appropriate based on school conditions.
- Backpacks will be allowed during the school day until locker use may resume.

Restrooms

- The number of students entering bathrooms at one time will be limited depending on space.
- Signs will display capacity and expectations will be made clear for bathroom use.
- Means to regulate usage and physical distancing will be considered in each building.
- Bathrooms will be routinely sanitized and disinfected.
- Signs showing hand hygiene procedures will be used in bathrooms and around buildings.
- Students will be encouraged to properly wash hands following bathroom use, as age appropriate. Supplies for hand hygiene, such as soap and paper towels, will be available.
- Alternating urinals will be marked as out of use when possible to encourage distancing.

Drinking Fountains

- Reusable water bottle use is encouraged. Students and staff will be trained on appropriate water fountain usage. Water flow heights will be adjusted to discourage inappropriate use. Sanitizing products will be placed by fountains that are operational. Consideration will be given to dispensing water bottles in lieu of using water fountains in some locations.
- Floor markers and signs will be placed around fountains to promote social distancing.
- Maintenance will ensure that all water systems and features are safe to use after a prolonged shutdown. Drinking fountains will be regularly cleaned and sanitized.

Library Area

- Library space may be used as a classroom or other space as needed.
- The use of disinfectants are harmful to library and archive materials and isn't recommended.
- Libraries may develop a system for checking out materials that would allow for a turn in process for library materials to sit unused until any potential virus incubation would have passed.
- Classrooms libraries/material check-outs will need to adopt similar procedures.

Physical Education, Gymnasiums, Pools, and Locker Rooms

- Physical activity helps to support overall student health and well-being. Modifications to physical activity during COVID will be needed to ensure safety while also benefiting students.
- Games and sport activities that require close guarding and any potential physical contact with another player will be avoided to comply with IDPH requirements.
- Whenever feasible and weather permitting, educators will select outdoor physical education activities that allow natural social distancing. If physical education must be taught inside, consider using separate partitions in open spaces and utilizing markings on the gymnasium floor/wall/field to maintain distance between participants. Hand shaking, high fives, or other physical contact is prohibited. It is recommended that educators have access to technology to broadcast instruction to maximize social distancing (e.g., megaphone or microphone).
- Schools and districts with pools must follow IDPH guidance on swimming facilities.
- Locker Rooms will be eliminated for class use to begin the school year, with students participating in P.E. without changing clothes. Lockers and showers will not be used or shared for school day classes. As physical exercise is important and is better suited to P.E. uniforms, this policy will revert when deemed appropriate based on school conditions.
- The use of shared equipment is not recommended. Any shared equipment must be cleaned and disinfected between use. Fitness equipment, such as treadmills, ellipticals, stationary bicycles, weights, etc. should be

cleaned and sanitized before and after each class. Focus on frequently touched surfaces, such as keypads, hand weights, handles, etc. Maintaining 6-foot distance between participants may include using only every other treadmill/bicycle or installing dividers between each machine or equipment piece.

- Students and staff should perform hand hygiene at the start and end of each class period or when hands are visibly dirty and after use of equipment.

Playground

- Playgrounds will be closed in Phase 3. During Phase 4, playground equipment will be restricted due to the high touch nature of equipment and difficulties with distancing.
- High touch surfaces, such as railings or poles, should be routinely cleaned and disinfected.
- Playground times and usage should be staggered to the extent possible.
- As playground equipment is a central part of play and socialization, playground equipment policy will revert to regular use when deemed appropriate based on school conditions.

Band, Chorus, and All Music-Related Activities

- Per ISBE, there is documented evidence of substantial spread of coronavirus during musical events. In-door performances and rehearsals that involve a high degree of airborne aerosols will be postponed until Phase 5. Orchestra or percussion sections would be examples of groups that could practice or perform in-doors. Performances or rehearsals should be held outside as possible. Performance groups should be organized into smaller groups, minimizing the number of students to enhance social distancing. Whenever possible, separate spaces and utilize markings for space. Students should wear face coverings while singing and avoid performing in circles. Materials should not be shared and all instruments should be sanitized between use. Plastic reeds are recommended in place of cane reeds.
- As music is beneficial to student development and well-being, music policy will revert when deemed appropriate based on school conditions.

Driver's Education Behind the Wheel Instruction

- Per Secretary of State and IDPH requirements, the following procedures must be followed:
- Only two students and one driver per vehicle.
- Face coverings must be worn, unless medically contraindicated. A decision will be made on how to proceed in this situation with the driver's education teacher and administration.
- No eating or drinking in the vehicle. -Windows should be open whenever possible.
- Do not make any stops during the training that are not applicable to driver's education to reduce the amount of time in the vehicle.
- Complete hand hygiene with soap and water or hand sanitizer, as appropriate, before and after driving and, at the minimum, upon completion. Sanitizers will be placed in each vehicle.
- Clean and disinfect the steering wheel, door handles, seatbelt fastener, controls/dials that the driver would come in contact with, keys, etc. in between each behind-the-wheel session.
- Conduct regular routine cleaning and disinfecting of the seat.

Extracurriculars and Athletics

Per ISBE guidance, extra-curricular activities must follow the IDPH requirements set forth for the school setting, which includes social distancing guidelines, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19. Athletics will follow guidelines provided by the IHSA and IESA.

Lunch

The following considerations will be followed:

- Six foot physical distancing will be used to the extent possible.
- Families are encouraged to prepare sack lunches for their students.
- Each building will design a meal plan to conduct lunch that incorporates COVID precautions.
- Lunch spaces will be cleaned between use.
- Distancing marks will be used as needed.
- All students and staff will wear masks except when eating. Eating will need to be done from a seated, stationary position. Staff or students eating in a given space must use the same space on a daily basis unless directed otherwise.
- Outdoor space will be utilized for lunch as it is available and appropriate.
- Single use supplies will be utilized whenever possible, such as disposable trays and plastic ware. If disposable items are not available, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher.
- Breakfast and lunch usage should be established that does not exceed the maximum gathering of more than 50 individuals during Phase 4. Classes would be released to the cafeteria on a staggered time frame as possible to help ensure social distancing while students wait in line. Delivering meals to classes or having students eat outdoors while ensuring social distancing are considerations. Meals will be individually plated. Buffets, salad bars, and the sharing of food and utensils are prohibited. Ensure that students are served all items, including items such as milk and fresh fruits, rather than having students help themselves. Ensure regular precautions are taken regarding food allergies and dietary needs.
- Areas where students consume meals should be thoroughly cleaned and disinfected between groups and after meals. Food service personnel must use appropriate PPE, including gloves and face coverings, while preparing and distributing food. Frequent hand hygiene is required. Individuals should wash their hands after removing their gloves or after directly handling food service items that have been used.
- Hand hygiene must be performed prior to and after eating a meal or consuming any food items. Face coverings will be removed during eating, so it is important to ensure 6-foot distance between individuals as much as possible. Considerations also should be given to food consumed during times other than mealtimes, such as by preschool students.
- Clear mealtime expectations would be communicated with students and staff.

Physical Distancing

- Social distancing will be enforced to the greatest extent possible. This includes all areas of school, such as hallways, main offices, common areas, cafeterias, restrooms, classrooms.
- Distancing marks will be used in appropriate areas, such as lunch lines and restrooms.
- Building access and traffic movement will be established by building administration.

Sanitation

- Continuous cleaning and disinfecting will take place throughout the school day, as recommended per the CDC, IDPH, and local health departments.
- Frequently touched surfaces will be frequently cleaned (e.g., keyboards, hands-on learning items, light switches, toys, cubbies/coat and backpack areas, sinks and faucets, buses/vans).
- Items that cannot be disinfected should not be used by students and staff to the extent possible.

- Gloves and appropriate PPE must be used during cleaning and disinfecting. Supplies will be made available to staff responsible for cleaning, with directions for cleaning closely followed.

School Events (e.g. Back to School Night, graduation, and 9th Orientation, etc.)

Per ISBE guidance, school activities must follow the IPDH requirements set forth for the school setting, which includes social distancing guidelines, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19. Schools will determine how and if to hold school events depending on feasibility. Virtual events will be held in lieu of in-person gatherings as deemed appropriate at the building level.

Start and end of the day

- Each building will develop processes to start and end the school day that include ISBE and IDPH recommendations. IPDH requirements set forth for the school setting, which includes social distancing guidelines, appropriate use of PPE, limiting the number of individuals in one space to 10 individuals during Phase 3 and to 50 or fewer in Phase 4, and cleaning and disinfecting to prevent the spread of COVID-19.
- Start and end of the day procedures that minimize congregating should be utilized.
- Release times will be staggered when possible at the building level to decrease hall traffic.
- To begin the school day, students will go directly to their teacher's classroom to start the day.
- Students will routinely be asked how they are feeling when in school buildings. Follow-up questions could be asked if the student indicates they do not feel well, with symptomatic students being picked up by parents. Guardians are asked to discuss with their students the expectation that if they have any symptoms associated with COVID, to let school staff know.

Transportation

- Employees must use hand sanitizer when entering and exiting the school vehicle.
- To prevent the spread of COVID19 hand sanitizer, gloves, tissue and trash receptacles will be on every bus, van and SUV.
- Facial covering will be required by employees at all times while on school property, and in buses, vans, and SUVs
- Students must wear face masks at all times while riding on the school bus, van and/or SUV.
- Employees will wear approved and appropriate PPE and perform regular hand hygiene.
- Temperature checks are required of all employees before clocking in. If temperature is over 100.4 F or show symptoms of COVID19 the employee will not be allowed to work OR SELF-CERTIFY.
- Employees that become ill during their route will IMMEDIATELY contact their supervisor.
- Monitors and/or Drivers will disinfect all touch points between routes, including hand rails, seat edges, seatbelts, doors, wheelchair lift and components.
- There will be mandatory seating charts made by the driver keeping families together and distancing where possible.
- Students will enter their bus and move to their assigned seats.
- No more than 49 students will be allowed on a bus at one time.
- Social distancing will be maintained to the greatest extent possible.
- Surveys will be sent out to parents to determine head counts to ensure no more than 49 students per bus.
- At this time, we anticipate some routes will need to be done in two parts and will affect arrival times in the morning and times students are picked up in the afternoon.
- Windows will be down on all school buses not equipped with air conditioning to ensure proper ventilation.

- Communication to students and families will be shared on the procedures and expectations involved in transportation.
- Upon entering the bus, staff will verbally check with students to see how they are. Follow-up questions will be asked if the student indicates her or she does not feel well. Symptomatic students would need to be picked up at their bus stop by a guardian. If a guardian does not arrive at the bus, the student will be isolated at least 6 feet from other bus riders when possible during the remainder of the trip to school. Guardians are asked to discuss with their students the expectation that if they have any of the symptoms associated with COVID, to let school staff know.

Administrative Offices and Staff Workspaces/Lounges

- Document submissions and fee payments will be conducted electronically to the extent possible.
- Any discipline meetings, IEP and 504 meetings, and other meetings between staff and visitors/families will be held remotely, to the greatest extent possible. If parents/guardians are unable to meet remotely, socially distanced in-person meetings may be held.
- Employee workstations will be properly distanced so that employees may maintain a 6-foot distance from one another, when possible.
- Plastic partitions will be used in offices as needed, rather than glass as the coronavirus has been shown to survive on glass for 96 hours and for 72 hours on plastic (CCDPH 5/14/20)
- Readily accessible cleaning and disinfecting supplies, access to handwashing facilities or hand sanitizer, and gloves for employees will be available, as appropriate.
- Maintain a regular cleaning and disinfection schedule of frequently touched items, which may include phones, desktops, fax machines or copiers, door handles, etc.
- Where possible, each employee will be provided with a personal supply of office supplies to eliminate transmission through shared items.
- Staff workrooms and lounges must adhere to 6-foot distancing. Capacity limitations should be used, depending on the size of the space and availability of seating.
- Make cleaning supplies available and establish protocols for cleaning frequently touched items, such as copy machines, table surfaces, refrigerator door handles, microwaves, coffee makers, etc. Consider removing any items that cannot be properly cleaned and disinfected for reuse. Consider providing disposable plastic utensils. Post signs regarding proper hand hygiene, capacity limits, and other protocols.
- Teachers are asked to eat in their classrooms, in a colleagues room, or outside to avoid eating in workrooms/lounges, which will not allow for adequate spacing.

Shared Objects

- Based on CDC recommendations, students and employees are restricted from borrowing or sharing any items. Items that must be communally used (desk tops, tables, etc.) must be cleaned after each use. Hand sanitizing should also take place after each use.

Isolation area and pick-up

Each school will create a space where students or staff that have COVID symptoms can wait until they are picked up. Students with COVID symptoms will need to be picked up from school or drive home if they drove themselves to school with parent's permission.

Each school will have a staff member assigned to monitoring students/staff until they can be picked up from the building.

District purchased supplies that may be used to increase safety:

The following supplies may be purchased:

- Replacement masks
- Disinfecting wipes in each room that teachers could use to sanitize desks between classes
- Hand sanitizer bottles in each classroom, with stations around the building (include Driver's Ed vehicles and busses)
- Plastic partitions for secretaries in each building
- Plastic partitions for special education services
- Velocity sprayers for busses (equivalent options at a lower cost may be available).
- Cleaning compound for sprayers
- Touchless thermometers in each building, including at the transportation office
- Gloves for employees, as appropriate
- Air filter upgrades in each building, as possible and appropriate
- Safety glasses/shields for temperature checks if utilized
- 1 200 count box of booties per school. Used in situations when a student gets sick
- 1 100 count box of gowns to be shared district wide
- Additional custodial support for lunch and daily deep cleaning of rooms, including sanitation Evaluate how many rooms a custodian can expect to clean and disinfect in a 5.75-hour shift. Some buildings will have more significant staffing needs, such as HGES
- Protective equipment for office staff, nurses, and administrators in working with symptomatic students
- Nursing support for each building. Secretaries and administrators are the only individuals available for medical needs in some buildings
- Signage - visitors, directional arrows, handwashing, social distancing, etc.
- Disinfectant wipes in all staff areas where there are "touchpoints"
- Hand hygiene stations at the entrance of each building
- Hand hygiene stations by water fountains
- Possibly desks/seating to replace flexible seating if required
- Playground equipment that allows for individual use (balls, chalk, etc.)
- Carts for traveling specials teachers (Art, World Language, Tech, Music)
- Additional cleaning supplies for PE equipment to be cleaned
- Fogging machines for cleaning in each building
- Classroom equipment that teachers could use to take classes outside, such as portable whiteboards, external covered seating areas at each building, or canopies.
- Miniature water bottles to use in place of fountains in some locations
- Water bottle fill stations-2 per building- 5 Elementary, 2 Middles, 1 High=16 water bottle fill stations
- Materials to facilitate outdoor classrooms
- Additional lunchroom supervisors to accommodate additional lunch spaces
- Additional staff to clean and disinfect each space between uses

Potential options for conducting lunch:

1. Space out around buildings for lunch, using as many spaces as possible.

Pros:

- Would allow for social distancing during lunch

Cons:

- Not a viable option in many buildings, including Hickory Grove.
- Costs and availability of extra supervision
- Cost and availability of additional staff to clean and disinfect between uses

2. Deliver food to classrooms.

Pros:

- Dedicated space to eat with less than 50 people
- Creates less movement around the building

Cons:

- Staff comfort level with supervising a classroom of students without masks for an extended period.
- Ability to deliver food to classrooms by cafeteria staff (as an example, Hickory Grove would be incredibly challenging).
- Cleaning and sanitizing before and after eating. With food waste spread across classrooms, cleaning and sanitizing effectively becomes more challenging.
- Unable to provide a duty free lunch to teachers if we have students eat in a room and we do not have a condensed schedule.

3. Install partitions in cafeterias and gyms in effort to demonstrate these are separate spaces.

Pros:

- Would allow for more seating in cafeterias.
- Would allow for a protected space to host lunch daily.

Cons:

- Not compliant as currently interpreted by various legal authorities.
- Additional supervision and sanitation needs will remain significant.
- Recent direction indicates floor to ceiling non-mesh barriers with an egress.

4. Only providing sack lunches