



REVISED AUGUST 17, 2021

REDISCOVERING “U”

RETURN TO IN-PERSON LEARNING AND CONTINUITY OF SERVICES

REFERENCE GUIDE

CRETE-MONEE SCHOOL DISTRICT 201-U

Administration Center

1500 Sangamon Street | Crete, Illinois 60417 | (708) 367-8300

This Reference Guide is based on guidance from the Illinois State Board of Education, Illinois Department of Public Health, and Centers for Disease Control and Prevention. Please note that it contains the most current information and best practices known to us as of its printing. However, it is subject to changes and updates as more information may become available from state and federal agencies.

DISTRICT MISSION STATEMENT

Empower each student to positively impact the world for a bright new future.



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SUPERINTENDENT'S MESSAGE

Dear CM 201-U Families and Staff,

We are grateful for the opportunity to welcome all of our students, families, and staff back to full in-person school this fall. The District has been working diligently over the summer to complete the necessary preparations to re-open our buildings safely for the start of the new school year. Though this year may be grounded in flexibility to a changing environment, we have created strong structures that will allow us to pivot when necessary to address safety without losing our momentum for student achievement.

This year we will focus on reconnecting with one another, building relationships, and fostering the love of learning. This reopening document outlines this year's guiding principles along with policies and procedures utilized in our reopening plan. Though this document is intended to address district-wide policies and procedures, if there are specific questions you have regarding your child/ren, please reach out to your building's principal or any of our district office personnel.

We look forward to greeting all of our students, families, and staff back for a successful new year.

Sincerely,

A handwritten signature in blue ink that reads 'K. Coglianese'.

Dr. Kara Coglianese
Superintendent of Schools



OVERVIEW

Crete-Monee School District 201-U will return to in-person instruction this fall, five days a week. We will prioritize the health of students and staff in the safest possible manner. We want our students, families, and staff to feel as comfortable as possible returning. This manual is meant to address many of the questions that stakeholders may have during this process.

Development of Our Return Plan - REDISCOVERING "U"

Planning the District's re-entry will take ongoing coordination and collaboration across all District departments, schools, and the Board of Education. The return to full in-person instruction involves rigorous health and safety protocols. Maintaining safety procedures to mitigate the risk of COVID-19 will be continued for all of us but remember that all risk cannot be eliminated. To ensure decisions are being carefully considered, recommendations are reviewed by the Illinois State Board of Education (ISBE), Illinois Department of Public Health (IDPH), Centers for Disease Control and Prevention (CDC), and the State of Illinois. While the following information is used to start the school year, the guidance is subject to change as updates become available from state and federal agencies.

At the time this document is published, ISBE requires all students to participate in in-person instruction.

Guiding Principles

Decisions about reopening are all guided by the latest recommendations provided by the Centers for Disease Control (CDC), Illinois State Board of Education, orders from state and local governments, as well as consultation with healthcare professionals. The day-to-day status of COVID-19 cases will likely fluctuate in the coming months. This means that while we cannot predict with certainty what the COVID-19 cases in Illinois will look like in the upcoming months, we can rely on a series of guiding principles to help us make decisions, evaluate those decisions, and adjust as necessary.

At the same time, we will not lose sight of our District Strategic Plan and its priorities and goals, as articulated in the *Future Forward Strategic Plan*. The following guiding principles will be considered as we make decisions about reopening. When faced with a strategic decision and challenge, we will consider how to achieve the goals listed below:

GOAL 1	Provide a challenging and equitable education for all students to promote a pathway for life success.
GOAL 2	Nurture a safe, respectful, and inclusive learning environment to instill learner confidence, growth, and success.
GOAL 3	Cultivate a high-quality, diverse staff who will foster an inclusive work environment of innovation, collaboration, high expectations, and accountability.
GOAL 4	Create a sustainable partnership with family and community stakeholders to build a unified network of support for our students.
GOAL 5	Provide our students with equitable, safe, and well-maintained facilities.
GOAL 6	Prioritize our financial resources to meet our short and long-term goals.



2021-2022 Opening Day - Wednesday, August 18, 2021
Return to Full In-Person Learning FIVE (5) Days a Week

Timeline and Important Dates

[21-22 CM 201-U School Calendar](#)

August 9 and 10	New Hire Orientation - On-Site
August 11 and 12	CMEA Professional Development
August 17	Back to School Night - Grades K through 5
August 16 and 17	Institute Days - On-Site - All Staff
August 18	First Day of School - In-Person Instruction - K through 8th Grade
<p style="color: blue;">Early Learning Center</p> <p style="color: blue;">CMHS Start Dates Vary Based on Grade Level</p>	<ul style="list-style-type: none"> ● PreK - August 23 ● Freshmen Only - August 18 ● Freshmen and Sophomores Only - August 19 ● All Grade Levels - August 20

Board of Education District Policies

7:190 Student Behavior Policy

22. Refusing or failing to wear an appropriate facial cover over the student’s mouth and nose, unless exempted by a medical provider during any time, said action is required by the District or for eating or drinking.

23. Failing to maintain proper social distancing of a particular distance designated by the District.

8:30 Visitors to and Conduct on School Property

20. Refuse and/or fail to wear an appropriate facial cover over the person’s face and mouth while in any District facility unless excused by a medical provider or while eating or drinking.

21. Failing to maintain proper social distancing of a particular distance designated by the District.



Illinois State Board of Education (ISBE) Return to In-Person Learning Resolution

ISBE unanimously passed a resolution in support of an upcoming declaration from State Superintendent of Education, Carmen Ayala making it a requirement that schools reopen their doors in the fall, with only limited options for remote learning.

Policy will change when the Superintendent makes the declaration requiring in-person learning after the conclusion of the current school year, subject to favorable public health conditions at that time.

Declaration will take effect at the beginning of the 2021-22 school year and would not apply to this year’s summer school programs.

Illinois State Board of Education (ISBE) Return to In-Person Learning Proclamation

(Expected for Fall 2021)

CDC and IDPH Updated Guidance

CDC recommends schools continue to use the current COVID-19 prevention strategies for the 2021-2022 school year.

KEY POINTS	
1	Students benefit from in-person learning, and safely returning to in-person schools in the fall for 2021 is a priority.
2	These current strategies may be removed over time in response to the risk of COVID-19 in the school or community as we continue to monitor the situation.
3	Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. Promoting vaccination can help schools safely return to in-person learning as well as extracurricular activities and sports.
4	Masks should be worn indoors by all individuals (age 2 and older) who are not fully vaccinated. Consistent and correct mask use by people who are not fully vaccinated is especially important indoors and in crowded settings, when physical distancing cannot be maintained.
5	CDC recommends schools maintain at least 3 feet of physical distance between students within classrooms, combined with indoor mask-wearing by people who are not fully vaccinated, to reduce transmission risk. When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully re-open while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as indoor masking.
6	Screening testing, ventilation, handwashing and respiratory etiquette, staying home when sick and getting tested, contact tracing in combination with quarantine and isolation, and cleaning and disinfection are also important layers of prevention to keep schools safe.



21-22 Plan Summary - Tiered Four Color Chart - Revised August 5, 2021

REDISCOVERING "U"
RETURN TO IN-PERSON LEARNING

CRETE-MONEE SCHOOL DISTRICT 201-U PLAN SUMMARY 2021-2022

The model for student learning and procedures for school is based on community spread of COVID-19. The following tiered approach lays the groundwork for determining a school model and the additional protocols to be put into effect to support the health of our students, staff, families, and community.

COVID SPREAD IN CM 201-U COMMUNITIES AND WILL COUNTY

Table with 4 columns: GREEN, BLUE, YELLOW, RED. Each column contains a description of community spread levels and transmission characteristics.

DATA MONITORING: LEVELS OF COMMUNITY TRANSMISSION - IF THE TWO INDICATORS SUGGEST DIFFERENT TRANSMISSION LEVELS, THE HIGHER IS SELECTED PER CDC

Table with 4 columns (GREEN, BLUE, YELLOW, RED) and 2 rows. Each cell contains CDC indicators for total new cases per 100,000 and positive tests in the past 7 days.

PREVENTIVE MEASURES: BUILDING AND PERSONAL

Table with 4 columns (GREEN, BLUE, YELLOW, RED) and 1 row. Each column lists a set of preventive measures including masks, ventilation, physical distancing, handwashing, etc.



PREVENTIVE MEASURES: WEEKLY SHIELD TEST - PARENT CONSENT REQUIRED - NO COST

Weekly screening tests will be offered for all staff and students once a week. Screenings not required.

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PREVENTIVE MEASURES: MASKS - STUDENTS (BOE POLICY 7:190 STUDENT BEHAVIOR POLICY), AND ALL STAFF MEMBERS

Masks required for all staff and students. Per Governor Pritzker's Executive Order (August 4, 2021), all Illinois students and school staff in K-12 and early childhood care centers will be required to wear masks indoors.

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Masks are required for all staff and students, regardless of vaccination status or participating in the testing program.

MASKS: PHYSICAL EDUCATION

Outdoor Activities: No mask is necessary.
Indoor Activities: Mask required for all staff and students, regardless of vaccination status.

Outdoor Activities: No mask is necessary.
Indoor Activities: Mask required for all staff and students, regardless of vaccination status.

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Indoor Activities: Mask required for all staff and students, regardless of vaccination status.

Mask required for all staff and students, regardless of vaccination status.

MASKS AND TESTING: ATHLETICS AND EXTRACURRICULAR ACTIVITIES PARTICIPANTS **MUST PARTICIPATE IN WEEKLY TESTING REGARDLESS OF VACCINATION STATUS**

Outdoor Activities: No mask is necessary.
Indoor Activities: Mask required for all staff and students, regardless of vaccination status.

Outdoor Activities: No mask is necessary.
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Indoor Activities: Mask required for all staff and students, regardless of vaccination status.

Outdoor Activities: No mask is necessary.
Indoor Activities: Mask required for all staff and students, regardless of vaccination status.

Parental Consent forms for SHIELD COVID-19 saliva testing will be available in Skyward Family Access beginning August 2nd through August 27th. Please note that SHIELD testing IS required for all students who plan to participate in any athletic or extra-curricular activities this school year. Due to scheduling capacity, there will be NO ADDITIONAL OPPORTUNITY for parents to sign up after the August 27th deadline. Please note that masks are required to be worn for all students and staff.



QUARANTINE

Fully vaccinated people OR people who have had a positive diagnosis in the past three months who were in close contact with someone who has COVID-19 but do NOT have COVID-19 symptoms do not need to quarantine or be tested.

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Fully vaccinated people OR people who have had a positive diagnosis in the past three months who were in close contact with someone who has COVID-19 but do NOT have COVID-19 symptoms do not need to quarantine or be tested.

All positive cases regardless of vaccine status will be required to isolate at home at least ten (10) days per IDPH guidelines.

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All close contacts as defined by CDC/IDPH will be required to quarantine based on current CDC/IDPH guidelines.

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SCHOOL HOURS: RETURN TO NORMAL DAILY SCHEDULE

ELC
AM Session and EC SMILLE
8:30 am to 11:00 am
PM Session
12:00 pm to 2:30 pm
All Day EC SMILLE
8:30 am to 1:30 pm
Elementary
9:00 am to 3:40 pm
Middle School
8:10 am to 2:40 pm
MEC
7:15 am to 1:45 pm
High School
7:25 am to 2:00 pm

ELC
AM Session and EC SMILLE
8:30 am to 11:00 am
PM Session
12:00 pm to 2:30 pm
All Day EC SMILLE
8:30 am to 1:30 pm
Elementary
9:00 am to 3:40 pm
Middle School
8:10 am to 2:40 pm
MEC
7:15 am to 1:45 pm
High School
7:25 am to 2:00 pm

ELC
AM Session and EC SMILLE
8:30 am to 11:00 am
PM Session
12:00 pm to 2:30 pm
All Day EC SMILLE
8:30 am to 1:30 pm
Elementary
9:00 am to 3:40 pm
Middle School
8:10 am to 2:40 pm
MEC
7:15 am to 1:45 pm
High School
7:25 am to 2:00 pm

School hours may vary.
High transmission of cases in the community and/or school building(s), or under Governor's Order.



INSTRUCTIONAL MODELS

In-Person Instruction, 5 days a week. Classrooms arranged to provide maximum social distance.

Quarantined students will stream into classroom. Refer to the Instructional Design Chart

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Under Governor's office, CDC, IDPH, and/or ISBE the district moves schools to a Remote Model. At-Home Remote Instruction will only be an option under an order of the Governor's office, CDC, IDPH and/or ISBE.

TRANSPORTATION

Masks required by Federal law (currently through 9/13/21), then optional unless law is extended.

Field trips permitted.

Masks required by Federal law (currently through 9/13/21), then optional unless law is extended.

Field trips permitted.

Masks required by Federal law (currently through 9/13/21), then optional unless law is extended.

Field trips limited based on approval.

Masks required by Federal law (currently through 9/13/21), then optional unless law is extended.

Field trips limited based on approval.

VISITORS: BOE POLICY 8:30 VISITORS TO AND CONDUCT ON SCHOOL PROPERTY

Masks required for all visitors regardless of vaccination status.

Maintain proper social distancing as designated by District.

Masks required for all visitors regardless of vaccination status.

Maintain proper social distancing as designated by District.

Visitors may be restricted.

Masks required for all visitors regardless of vaccination status.

Maintain proper social distancing as designated by District.

Visitors will not be allowed in any district facility.



PLEASE VISIT THE CRETE-MONEE 201-U WEBSITE (CM201U.ORG) FOR UPDATES.

For questions pertaining to the school your student(s) attend, please contact the schools main office.

- Early Learning Center 708-367-2770
Balmoral Elementary School 708-367-2500
Coretta Scott King Magnet School 708-367-4700
Crete Elementary School 708-367-8340
Monee Elementary School 708-367-2600
Talala Elementary School 708-367-2560
Monee Education Center 708-367-2660
Crete-Monee Middle School 708-367-2400
Crete-Monee High School 708-367-8200



BUSINESS OPERATIONS

Elementary and Secondary School Emergency Relief Funding

[Legal Notice Public Hearing ARP ESSER III](#)

ESSER Grants - Elementary and Secondary School Relief Fund

- Established as part of the CARES Act Passed in 2020 to address the impact of COVID-19. These funds are allocated to the states. Funds in Illinois are distributed through the Illinois State Board of Education (ISBE).
- ESSER III presents the opportunity to address learning loss and think innovatively around the way schools will need to meet the needs of students moving forward.
- Focus on students' academic health and social-emotional health and the continued focus on a safe and healthy in-person learning environment.
- Emphasizes addressing disproportionately affected student subgroups.

DISTRICT ALLOCATIONS	ESSER I (CARES) \$990,214 Spending through September 2022	ESSER II (CRRS) \$4,034,923 Spending through September 2023	ESSER III (ARP) \$9,688,088 Spending through September 2024
Summer and Extended - School Learning	Title	4.5%	N/A
Professional Development Remote, Hybrid, Equity Learning PD	Title	5%	N/A
* Addressing Learning Loss Minimum 20%	N/A	N/A	62%
High Impact Tutoring/After School	After School Programs Grant		
Educational Technology and Access	89.5%	43%	28%
Social-Emotional Learning	Title		5% and Title
Operational Repairs, Sanitization, School Facilities, Infrastructures, Personal Protective Equipment, Capital Replacement, Non-Public Schools	10.5%	47.5%	5%

* ESSER III requires school districts to dedicate 20% of funds to learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

Additional Title, IDEA Grant, and EBF funds are blended and braided to support the needs of students as follows:

- Costs related to the screener, the assessments, and the intervention programs
- Costs related to the supplemental intervention programming for children with disabilities
- Costs related to professional development on the intervention program for all teachers
- Costs related to supplemental intervention programming for English Learners
- Additional costs related to the technology needs for the program

This is not an exhaustive list of potential expenditures but an overview of potential expenditures.



Student Transportation

Transportation will attempt to physically distance students when possible. However, it is important to note the recommended three feet of physical distancing will be difficult depending on the number of students who ride a bus. Students should maintain physical distancing at bus stops. Parent supervision at the bus stop is encouraged.

- Federal law requires all students and staff to wear a mask on public transportation.
- Bus windows will be lowered when weather permits to increase air circulation throughout the bus.
- Seating charts will be created for each bus.
- Students will be seated using a back to front pattern (the first student on board proceeds to the rear of the bus, and seats are occupied forward from there.)
- Siblings and members of the same household will be required to sit with each other in the same seat when possible.
- Bus cleaning and sanitizing protocol including schedules, appropriate products, tools, methods, and safety precautions.
- Students will not be permitted to eat on the bus unless medically necessary.
- Students may not pass personal items between one another on the bus.

Failure to comply with COVID-19 preventative requirements may result in the loss of school bus privileges for a student.

Technology

Help Desk: 708-367-2930

All students have been or will be issued a Chromebook. Computer devices should be taken home each day and sanitized.

Please refer to the Crete-Monee 201-U Chromebook Handbook located on the District’s website for information related to technology guidelines.

Ventilation

Studies show that improving ventilation reduces the number of virus particles in the air. In an effort to keep virus particles from concentrating inside, the District has:

- Purchased portable air filtration systems for classrooms with limited airflow.
- Funds provided through the Elementary and Secondary Schools Emergency Relief (ESSER) Programs and the Governors Emergency Education Relief Programs support our ongoing improvements to ventilation.

Buildings and Grounds

All buildings will be receiving a “deep clean” prior to the start of the 2021-2022 school year. Nightly disinfecting of all high-touch surfaces in rooms will take place. High-touch areas include but are not limited to:

- | | | |
|----------------|--------------------------------|-------------------------|
| Doorknobs | Restrooms | Light Switches |
| Desks | Media Center/Library Furniture | Miscellaneous Equipment |
| Athletic Areas | Phones | Locker Rooms |



In addition to nightly cleaning of our facilities, COVID-19 will require staff to conduct more frequent cleanings throughout the school day. This process will include the following:

- Ongoing cleaning of high-touch surfaces throughout the day and between student activities (recess, lunch, passing periods, etc.).
- Cleaning shared objects between uses including:
 - Gym Equipment
 - Classroom Materials
 - Related Arts Materials (Art, Band, Music, etc.)
 - Games
 - Copy Machines
 - Drawer and Filing Cabinet Handles
 - Refrigerator, Freezer and Microwave Door Handles
 - Desks, Tables, and Chairs

Certain materials that become problematic to keep clean may be temporarily taken out of use.

Heat Mitigation - Strategies for Buildings Without Air Conditioning

- Air purifiers in each classroom.
- Additional fans.
- A rotating mask break schedule.
- Utilize excessive heat days plan: (E-Learning days, Emergency days, and Act of God days).
- Utilize an altered schedule (when possible).

CM 201-U is planning on following the previously approved 2021-22 District Calendar. If the pandemic requires a change to the calendar, all families will be notified via School Messenger and email messaging. In addition, updated information and a revised calendar will be posted on the district website.

Water Fountain Usage

Since water fountains are considered "high-touch" areas, fountains will be shut down while the pandemic is active. Students are encouraged to bring their own water/bottle.

Water Bottle Filling Stations

Water bottle filling stations can be utilized and will be cleaned/sanitized regularly. Proper bottle filling signage will be posted next to each filling station.

Safety Drills

Safety drills must still be conducted in accordance with Illinois School Code. Whenever and wherever possible, social distancing, face covering, and PPE requirements will be observed. Each site will develop site-specific procedures which allow for pandemic-related protective measures to the greatest extent possible. It is important to note that safety drills and/or actual emergencies may not allow for full observation of pandemic related protective procedures.

In the event of an actual emergency, it may be necessary for school personnel to require all students, staff, and visitors to observe emergency procedures without regard for pandemic related protective measures. For example, in the event of a fire, the building must be evacuated as quickly as possible to prevent injury or loss of life. In such a case, there will not be time to ensure social distancing and/or the use of PPE prior to or during the evacuation. Following the conduct of emergency procedures, once it is safe to do so and the accountability of all students, visitors, and staff is achieved, pandemic related protective procedures will again be observed to the greatest extent possible.



Food Service

Schools will maximize physical distance as much as possible when students are moving through the food service line and while eating (especially indoors). Alternate locations and additional supervisors may be utilized for our lunch periods, which will look different across the schools, given space, enrollment, and staffing. Masks are required for students when moving throughout the food service line and while moving throughout the area. Masks are removed for eating and drinking.

PERSONNEL AND CULTURE

Daily Screening

In accordance with best-known practices, the district will continue daily symptom screening through the online employee system (ERMA). Staff members will be expected and held accountable to complete the symptom screener electronically on a daily basis, prior to reporting to work. Other steps may be implemented as circumstances change.

It is required and expected that all employees answer honestly and completely any questions asked during this process. Employees who fail the symptom screener may be prohibited from entering the worksite until they speak with their supervisor regarding reporting to the building. The employee's supervisor will make decisions regarding further action in accordance with established guidelines and/or in consultation with the Personnel Department.

Social Distancing

Until advised otherwise by ISBE and CDC guidance, social distancing will be maintained whenever and wherever possible. Social distancing is defined as maintaining a minimum distance from any other persons or personnel in all directions. Guidance at the time of publication indicates the minimum length is three (3) feet. However, this guidance may be modified or changed by the district as needed. If social distancing cannot be maintained for any reason, the use of appropriate individual protection supplies or personal protective equipment may be required.

Failure to observe social distancing and/or use appropriate protective equipment when social distancing is not possible may result in employee discipline up to and including dismissal from employment.

Use of Face Mask - SHIELD Test Program to Begin (Date to be Determined)

Masks are required to be worn for all students and staff.

Employees who fail to utilize the face-covering will be subject to employee discipline up to and including dismissal from employment.

Screening tests (saliva) are performed to identify persons who may be contagious so that measures can be taken to prevent further transmission. **Weekly saliva screening tests will be offered to all students and staff through collaboration with IDPH, SHIELD Illinois, and a qualified professional third-party collection team.** Consents for staff and students must be received prior to the start of the testing program. The saliva test has a sensitivity of 97% and a specificity of 99%, with very few false positives. High specificity combined with frequent testing makes the SHIELD saliva-based test extremely accurate. All staff and students may opt to participate in a weekly testing (salvia). The testing start date will be determined.

Parental Consent forms for SHIELD COVID-19 saliva testing will be available in Skyward Family Access beginning August 2nd through August 27th. Please note that SHIELD testing IS required for all students who plan to participate in any athletic or extra-curricular activities this school year. Due to scheduling



capacity, there will be NO ADDITIONAL OPPORTUNITY for parents to sign up after the August 27th deadline. Please note that masks are required to be worn for all students and staff.

Use of Other Individual Protection Supplies or Personal Protective Equipment

When deemed necessary because of guidance or the degree of potential exposure to the pandemic virus as a result of performing the duties of a position, additional protective clothing, equipment, or supplies may need to be worn and/or utilized. This may include, but not be limited to latex (or other protective) gloves, goggles, face shields, respirators, masks which seal to the face and filter the air breathed in or out, gowns, and/or any other equipment deemed necessary.

If such equipment is required for a position, the appropriate employees are expected and required to utilize the equipment as needed and appropriate. Employees who fail to use required protective equipment or supplies will be subject to employee discipline up to and including dismissal from employment.

Group Size

When one or more employees must work in close proximity, the current group size limits imposed by one or more governing agencies must be observed. If a group exceeds the size limit in existence at the time, the group must be divided into smaller groups occupying different spaces.

Sanitation and Cleaning Supplies

As appropriate and needed for the specific position, each employee will be provided with disinfecting wipes, cleaning supplies, hand sanitizer, handwashing supplies, and any other items required to clean and sanitize the work area as needed and maintain appropriate hygiene practices. These supplies may be located in a nearby storage area or maybe maintained within each work area depending upon availability and/or need.

It is important to note that custodians cannot do it all. Employees will be expected to take some of the responsibility for keeping their work area clean and sanitized, particularly desks and tabletop surfaces.

Hand Washing and Hygiene

Posters and notices stating that employees must wash hands are not suggestions. Employees are expected and required to maintain appropriate hand washing and other required hygiene practices before and after eating, after using restroom facilities, and/or before and after performing job-related activities where elevated risk of exposure may be present.

Training for the use of Supplies and Materials

When needed, training for face coverings, personal protective equipment, sanitation, cleaning, and hygiene practices will be provided by appropriate district personnel or through training systems provided by the district.

Closing and/or Reopening District Worksites

In the event of a government order, or circumstances which may render worksites unsafe for employees and/or students, the district will close and secure worksites. A determination will be made whether services and instruction will continue and by what means.

When it is determined that consideration may be given to returning to work sites, the district will consult all available guidance to determine the process by which this will occur. This may include appropriate cleaning and disinfecting of the worksite, allowing sufficient time to pass during which any potential



presence of the pandemic virus will naturally die out, and/or altering workspaces to provide better protection to employees and the visiting public.

As spaces are made safe for employee return, employees will be required to return to on-site work. Depending upon circumstances, it may be necessary for some departments or buildings to utilize staggered work schedules and some degree of remote work to ensure the continuity of operations and the safety of employees.

Once a worksite has been deemed safe to re-open, employees are expected to return to the work site, rather than to continue working remotely. Employees who believe they have a valid reason to continue working remotely, even though the worksite has been deemed safe to reopen, must contact their supervisor or the Personnel Office.

Employees who believe they have a medical condition or reason which prevents their return to on-site work or makes it advisable to not return to the work site for a period of time must notify their supervisor or the Personnel Office. Additional information or documentation may be requested in order to determine the best course of action, and/or if reasonable accommodations may be provided.

Remote Work Procedures

If the district has authorized remote work in lieu of on-site work, or if the employee has requested and been granted remote work privileges for another reason, the appropriate procedures included in the employee handbook or provided separately by administration will be observed.

District Travel

Effective June 7, 2021, the nonessential business travel ban has been ended. District-related business may be conducted as needed under all applicable procedures and policies. Employees are expected to honor protocols and safety regulations of any sites visited when conducting the business of the district. Complaints of non-compliance may be investigated as workplace violations and subject to employee discipline up to and including dismissal from employment.

All Items Not Covered

It is not possible to cover all contingencies in a document. Generally speaking, if there is no guidance issued by your supervisor or the personnel office, the remaining information in the employee handbook continues to be in force. Employees who have additional questions or concerns are encouraged to speak to their supervisor or contact the Personnel Office for more information.

HEALTH PROTOCOLS

Vaccinations

Vaccination is currently the leading public health prevention strategy to end the COVID-19 pandemic. People who are fully vaccinated against COVID-19 are at low risk of symptomatic or severe infection. Vaccinations are available for students 12 and older. *Crete-Monee 201-U reminds families that the COVID-19 vaccine is currently an optional, personal, or family choice.*

Pick-Up Procedures of Sick Students

If a student is exhibiting symptoms of any illness, students will be sent home per district health procedures. Parents, guardians, or other authorized individuals **must** pick up their child. Students **will not** be allowed to utilize the school bus or public transportation for the return home. Local authorities may be contacted if students are not picked up prior to the end of the school day.



Screening

At the time of this publication, daily health screenings students in Skyward are not required. All parents are required to report the illness to the school prior to students reporting to the buildings. If students are experiencing any COVID-like symptoms, have been in close contact with someone recently diagnosed with COVID-19 and are unvaccinated, or have reason to believe that they could have COVID-19, please contact the school or building nurse for further guidance before sending any student to school.

SHIELD Testing Program - Parent Consent Required - No Cost to Families

Screening tests for COVID-19 can support in-person learning by identifying infected persons who are asymptomatic and without known or suspected exposure to COVID-19. Screening tests (saliva) are performed to identify persons who may be contagious so that measures can be taken to prevent further transmission. **Weekly saliva screening tests will be offered to all students and staff through collaboration with IDPH, SHIELD Illinois, and a qualified professional third-party collection team.** Consents for staff and students must be received prior to the start of the testing program. The saliva test has a sensitivity of 97% and a specificity of 99%, with very few false positives. High specificity combined with frequent testing makes the SHIELD saliva-based test extremely accurate.

Parental Consent forms for SHIELD COVID-19 saliva testing will be available in Skyward Family Access beginning August 2nd through August 27th. Please note that SHIELD testing IS required for all students who plan to participate in any athletic or extra-curricular activities this school year. Due to scheduling capacity, there will be NO ADDITIONAL OPPORTUNITY for parents to sign up after the August 27th deadline. Please note that masks are required to be worn for all students and staff.

TEACHING AND LEARNING

Learning Loss Mitigation Initiative

In June, the U.S. Department of Education announced that it would allocate funding to school districts for Elementary and Secondary School Emergency Relief (ESSER) under President Biden's American Rescue Plan (ARP). The relief supports a nationwide effort to safely reopen K-12 schools and equitably expand opportunities for students. Most importantly, it provides interventions that respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.

The Office of Teaching and Learning developed a Learning Loss Mitigation Plan for the 2021-22 school year, in partnership with the Governors State University Education Program. The program helped the district obtain paid teacher interns this summer to assist with mitigating learning loss due to COVID-19 restrictions last year. The program will continue this fall with teacher interns in each building. Teacher interns will work with teachers to provide interventions that respond to students' needs as determined by the building principals.

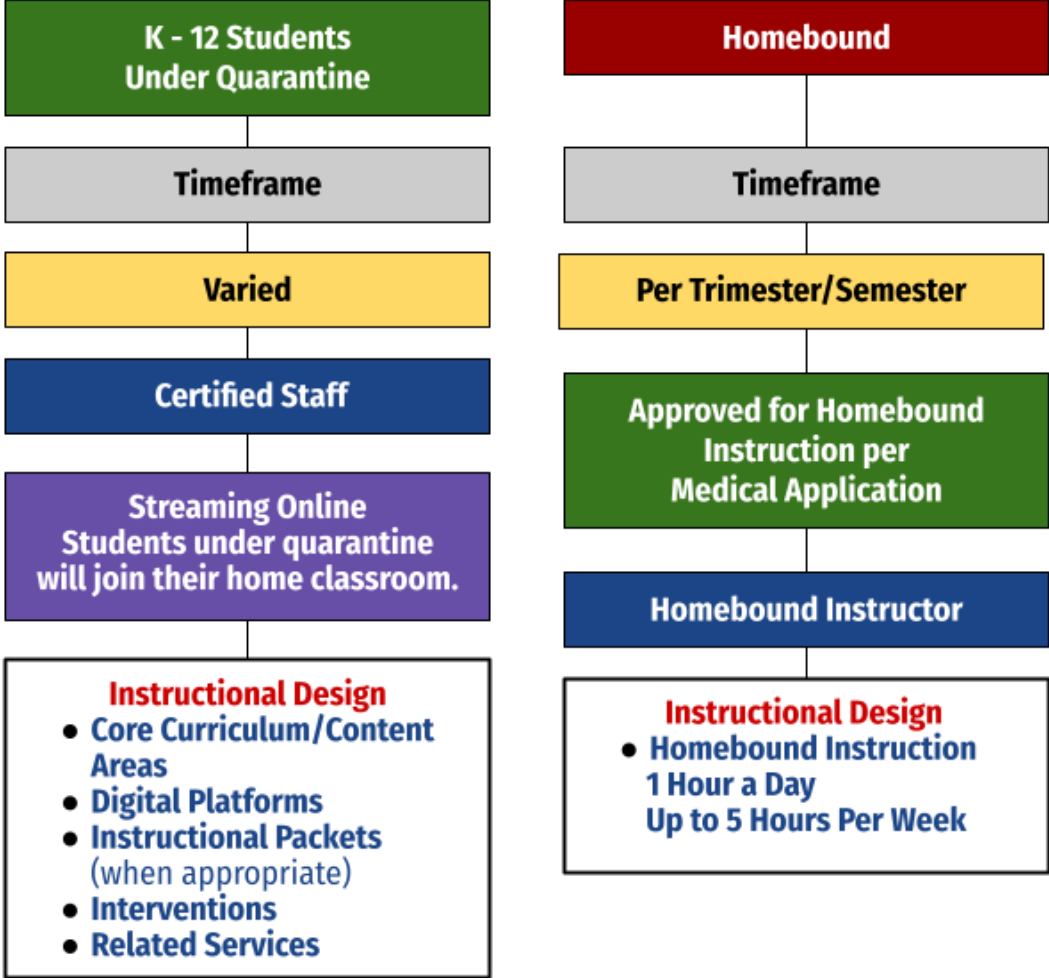
Instructional Designs - When Declaration Takes Effect

- Districts must provide a learning option for students who are **not eligible for a COVID-19 vaccine AND also under quarantine.**
- The District superintendent shall approve the plan, periodically review and amend, and post the plan on the district's website.
- Students must receive a minimum of 5 hours of instruction, with 2.5 hours strongly recommended to be synchronous.



Streamed Instruction

**2021-2022 STAFFING
STREAMED INSTRUCTION
BASED ON ISBE RECOMMENDATIONS**





2021-22 Instructional Designs and Materials

The student's attendance status determines instructional designs.
Students must receive a minimum of 5 hours of instruction daily.

Instructional Design	Definition	Attendance Status	Criteria	Hours	Grade Level
Instructional Packet	<ul style="list-style-type: none"> Instructional packets are paper-based collections of practice work. Parental support and guidance. 	Sick Quarantined Homebound	Developmentally Appropriate	Varies	PK
Instructional Packet to Supplement Streaming	<ul style="list-style-type: none"> Instructional packets are paper-based collections of practice work; the use of digital apps/programs can be utilized. Parental support and guidance. 	Quarantined	Developmentally Appropriate	Varies	K
Instructional Packet to Supplement Streaming	<ul style="list-style-type: none"> Instructional packets are paper-based collections of practice work; the use of digital apps/programs can be utilized. Parental support and guidance. 	Quarantined	Core Content	Varies	1 - 2
Instructional Packet to Supplement Streaming	<ul style="list-style-type: none"> Instructional packets are paper-based collections of practice work; use of digital apps/programs can be utilized. Parental support and guidance. 	Quarantined	Core Content	Varies	3 - 5
Assignments Posted to Supplement Streaming	<ul style="list-style-type: none"> Teachers will post assignments to Google Classroom; students will use additional digital apps and programs. 	Quarantined	All Courses	Varies	6 - 12
Make-Up Assignments	<ul style="list-style-type: none"> Students will complete assigned work. Students must demonstrate the initiative to make up work missed due to absences (s). 	Sick	Core Content	When a student is absent, they have 1 day to make up assignments for every 1 day they are absent, starting on the 2nd day they return to school.	K - 12



REDISCOVERING "U"

2021-2022 RETURN TO SCHOOL PLAN

Instructional Design	Definition	Attendance Status	Criteria	Hours	Grade Level
Streaming	<ul style="list-style-type: none"> • Live real-time education broadcasting, only for quarantined students. • It is limited to no interaction. Students view instruction. • Students log in to Google Meet Live Stream. • Students will send questions to teachers via email. • Teachers respond to students within 48 hours (extended due dates may be necessary). • Additional support through The Virtual Academic Learning Lab. 4:30 pm to 6:30 pm Monday - Thursday 	Quarantined	Core Content	No more than 2.5 hours daily. Teacher discretion Core Content No Specials	K-1
				All Core Content Areas No Specials	2 - 5
				All Courses *PE Assignments May Vary	6 - 8
				All Courses *PE Assignments May Vary	9 - 12
Homebound	<ul style="list-style-type: none"> • Home/hospital services are provided to a student when a physician licensed to practice medicine determines that the student will, or is anticipated to be, absent from school for a minimum of 10 days during the school year due to a medical condition. 	Homebound	Medically Exempt	5 Hours Per Week	PK - 12
Virtual Academic Learning Lab After School	<ul style="list-style-type: none"> • Support to explain complex concepts. • Answer questions/support students. • Check-in with students missing class and assignments. 	Quarantined	Support	4:30 pm - 6:30 pm Monday - Thursday CMMS and CMHS hours may vary	K - 12



Then (Hybrid) and Now (Streaming)

THEN

HYBRID – SPRING 2021

Hybrid Purpose: To provide dual-format instruction so ALL students are able to **fully participate** in daily classroom activities.

REMOTE, QUARANTINED, AND ABSENT STUDENTS

DEFINITION	LOOKED LIKE
<p>A blended model of instruction that uses both Traditional face-to-face learning and remote learning.</p> <p>Classroom cameras were on at all times to accommodate remote and hybrid students.</p>	The same lesson is provided to both groups of students.
	Real-time interaction with both groups of students to gauge understanding.
	Everyone learns from the computer on a Google Meet regardless of being face to face or remote.
	The teacher managed all students in a virtual setting, along with any in-person student concerns that may arise.

NOW

GOOGLE MEET LIVE STREAM – FALL 2021

Live Stream Purpose: To provide an option for students under quarantine to **observe** classroom lessons and activities in order to mitigate the need to catch up when they return to school.

QUARANTINED STUDENTS ONLY

THIS IS NOT AN OPTION FOR STUDENTS WHO ARE ABSENT FOR ILLNESS, PERSONAL, ETC.

DEFINITION	LOOKS LIKE
Streaming live real-time education broadcasting only for quarantined students.	Teacher or designee will create an event on Google Calendar and add the 'Live Stream' option.
Classroom cameras will only be turned on if there is a student in the class that is quarantined.	Teachers will also have the ability to add co-teachers or paraprofessionals to this calendar event, which would give them the ability to share their screen to present if needed.
Students view instruction. Exactly as families view the Board of Education Meeting on Youtube.	On the Calendar event, the teacher will select "view only event" and send the invite to selected students via Google Calendar.
Students may send questions to teachers via email. Teachers respond to students within 48 hours (extended due dates may be necessary).	When it is time for the stream to begin, the teacher will open the Google Meet from the Calendar event and select 'Go to Stream Panel' to start the live stream.
Additional support through The Virtual Academic Learning Lab 4:30 pm to 6:30 pm daily.	Students will access the stream via the link shared by the teacher and see/hear as soon as the live stream begins.
A student will be quarantined based on IDPH guidelines. A quarantined student may be required to submit IDPH documentation.	Students will see/hear the teacher and their screen (if enabled) but not interact with the teacher or class.



Continuity of Services

Crete-Monee 201-U will continue to address students' academic needs, and students and staff social, emotional, mental health, and other needs as included, but not limited in the charts below:

What to Expect

EARLY LEARNING CENTER

- Wearing of masks (masks break plans established).
- PK Program returns to full engagement.
- Return to in-person specials, including PE.
- Continued use of technology devices.
- Limited furniture to maximize social distancing.
- Blend the best of pre-COVID and COVID learning tools to create safe and respectful learning environments where students are engaged and challenged.

ELEMENTARY, MIDDLE SCHOOL, AND HIGH SCHOOL

- Wearing of masks (masks break plans established).
- Students fully engage in all content areas, including core subjects and specials.
- Changing of classrooms.
- Limited furniture to maximize social distancing.
- Focus on grade-level learning and accelerated learning gaps that exist in academics and SEL.
- Use of lockers.
- Access to before and after school activities in compliance with CDC/IDPH.
- Blend the best of pre-COVID and COVID learning tools to create safe and respectful learning environments where students are engaged and challenged.

Mental Health, Social, and Emotional Needs

Mental health plays an important role in the lives of our students, faculty, staff, and families. We support the mental health of stakeholders during the COVID-19 pandemic by providing resources, services, and professional development opportunities.

All schools are staffed with at least one licensed school, student advocate counselor, student, or school social worker. If a student needs any social or emotional assistance, they should reach out to their counselor or social worker.

Student Support Program

A multi-tiered system of support designed to address academic and social-emotional learning will be utilized. All students will receive universally designed, differentiated, and integrated support. Referrals and data will be used to identify students who require additional support for increasingly intensive interventions, which may and can include assistance from community mental health agencies in order to support counseling sessions and skills coaching.



EARLY LEARNING CENTER PLANNING

ACADEMICS	PLANNING	PRACTICES	ASSESSMENTS
Creative Curriculum <ul style="list-style-type: none"> Physical Development Cognitive Development Language Development 	<ul style="list-style-type: none"> Increase Educator Collaboration 	<ul style="list-style-type: none"> Identify Gaps Strong Core Instruction Standards-Based Interventions Core Instruction Focused Instruction Kindergarten Transition 	<ul style="list-style-type: none"> Creative Curriculum Teaching Strategies (GOLD) ESGI
<ul style="list-style-type: none"> Social-Emotional Development 	<ul style="list-style-type: none"> Screeners Parent Questionnaire 	<ul style="list-style-type: none"> Kindness Curriculum Second Step Lessons PBIS Supports 	<ul style="list-style-type: none"> Social Worker Support

ELEMENTARY PLANNING

ACADEMICS	PLANNING	PRACTICES	ASSESSMENTS
<ul style="list-style-type: none"> Math Reading Science Social Studies Writing Specials (Art, Music, PE) Foreign Language (CSK) After School Programming 	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Professional Development Data Meetings Vertical Team Meetings Instructional Coaching Increase Educator Collaboration 	<ul style="list-style-type: none"> Identify Gaps Strong Core Instruction Standards-Based Interventions Core Instruction Focused Instruction PBIS Structures 	<ul style="list-style-type: none"> Common Assessments NWEA KIDS STEP Fountas and Pinnell CoGat (2nd) FitnessGram Progress Reports IAR ISA
<ul style="list-style-type: none"> Social-Emotional Learning 	<ul style="list-style-type: none"> Behavior Screeners Student Survey (Grades 3-5) Parent Questionnaire 	<ul style="list-style-type: none"> First Week PBIS PBIS Kick-Off Community Building Time Weekly Second Step Lessons Restorative Practices 	<ul style="list-style-type: none"> Social Worker Support



CRETE-MONEE MIDDLE SCHOOL

ACADEMICS	PLANNING	PRACTICES	ASSESSMENTS
<ul style="list-style-type: none"> • Language and Literature • Math • Science • Writing • Design Tech • Individuals and Society • Language Acquisition • Specials: PE/Health • After School Programming 	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs) • Professional Development • Data Meetings • Vertical Team Meetings • Instructional Coaching • Increase Educator Collaboration 	<ul style="list-style-type: none"> • Identify Gaps • Strong Core Instruction • Learner Profiles • Standards-Based • Interventions • Core Instruction • PBIS Structures • Restorative Practices 	<ul style="list-style-type: none"> • Common Assessments • NWEA • ALEKS • IAR • ISA • PSAT 8/9 • AAPPL • FitnessGram
<ul style="list-style-type: none"> • Social-Emotional Learning 	<ul style="list-style-type: none"> • Behavior Screeners • Student Survey • Parent Questionnaire • Personalized Learner Profiles 	<ul style="list-style-type: none"> • First Week PBIS • PBIS Kick-Off • Community Building Time • Weekly Second Step Lessons 	<ul style="list-style-type: none"> • Social Worker Support

MONEE EDUCATION CENTER AND CRETE-MONEE HIGH SCHOOL

ACADEMICS	PLANNING	PRACTICES	ASSESSMENTS
<ul style="list-style-type: none"> • Traditional Coursework • Advanced Placement • Industry Credential • Dual Credit 	<ul style="list-style-type: none"> • Professional Learning Communities (PLCs) • Professional Development • Data Meetings • Vertical Team Meetings • Instructional Coaching • College and Career Readiness Indicators • Increase Educator Collaboration 	<ul style="list-style-type: none"> • Identify Gaps • Strong Core Instruction • Learner Profiles • Standards-Based • Interventions • Core Instruction • PBIS Structures • Restorative Practices 	<ul style="list-style-type: none"> • Common Assessments • NWEA • ALEKS • Career Readiness Data • Aappl • PSAT • SAT • IAR • AP • ISA • NMSQT • FitnessGram
<ul style="list-style-type: none"> • Social-Emotional Learning 	<ul style="list-style-type: none"> • Behavior Screeners • Student Survey • SEL Survey • Parent Questionnaire • Personalized Learner Profiles 	<ul style="list-style-type: none"> • First Week PBIS • PBIS Kick-Off • Community Building Time • Weekly Second Step Lessons • Intellispark 	<ul style="list-style-type: none"> • Social Worker Support



Special Education

The plan for addressing the needs of students with IEPs was developed to understand that there has been no waiver of requirements under the IDEA for the provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). CM 201-U will continue to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services. Students eligible for special education and other special populations are general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with disabilities are unable to access the district reopening plan as designed, school teams will facilitate individualized plans based on student need, present levels of functioning, developmental levels, and student/parent input. Parents are partners in the planning for students with disabilities and will be included in decisions made about program modifications in both general and special education.

ACADEMICS	PLANNING	PRACTICES	ASSESSMENTS
<ul style="list-style-type: none"> Individualized Education Plans 	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Professional Development Data Meetings Vertical Team Meetings Instructional Coaching 	<ul style="list-style-type: none"> Strong Core Instruction Learner Profiles Standards-Based Interventions Core Instruction PBIS Structures Restorative Practices Increased Intensity Focused Instruction Supplemental Curriculum 	<ul style="list-style-type: none"> Common and Individualized Assessments DLM Progress Reports Annual IEP Grade Level Appropriate Assessments

English Language Learners

- ELs will continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level, and content-area instruction. Any adjustments or modifications will be discussed on an individual basis with families.
- The District will communicate with parents and guardians with limited English proficiency in a language they understand as required by Title III of the Elementary and Secondary Education Act.
- As during traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation, as requested.
- CM 201-U will continue to provide ELs who are also identified as students with disabilities with support for their EL needs and support for their disabilities.

ACADEMICS	PLANNING	PRACTICES	ASSESSMENTS
<ul style="list-style-type: none"> ELL Individualized Language Plans 	<ul style="list-style-type: none"> Professional Learning Communities (PLCs) Professional Development Data Meetings Vertical Team Meetings Instructional Coaching 	<ul style="list-style-type: none"> Strong Core Instruction Standards-Based Interventions Core Instruction PBIS Structures Restorative Practices Increased Intensity Focused Instruction Supplemental Curriculum Language Scaffolding 	<ul style="list-style-type: none"> Common and Individualized ACCESS

PARENT STUDENT QUARANTINE QUICK GUIDE

CM 201-U QUARANTINE INSTRUCTIONAL PLAN OVERVIEW



My child must quarantine for 10 days. How will they receive instruction?

Teachers in grades K-12 will live stream selected lessons for quarantined students throughout the day. Students will be notified via Google Calendar & email of when lessons will be streamed.



- Streaming is live real-time education and is **only for quarantined students**.
- It is limited to no interaction. Students view instruction on their Chromebook.
- Teachers will select which lessons are live-streamed (core classes & any related services).
- Students can email questions to teachers & receive additional support through the after-school Learning Lab.



K-5 QUARANTINE INSTRUCTIONAL PLAN

TEACHERS WILL STREAM VARIOUS LESSONS DURING THE SCHOOL DAY FOR QUARANTINED STUDENTS.



STUDENTS WILL RECEIVE INSTRUCTIONAL PACKETS THAT ARE PAPER-BASED COLLECTIONS OF PRACTICE WORK; USE OF DIGITAL APPS/PROGRAMS CAN ALSO BE UTILIZED.

STUDENTS ARE SUPPORTED AT HOME BY PARENTS AS WELL AS BY TEACHERS VIA EMAIL. ADDITIONAL SUPPORT IS AVAILABLE THROUGH THE VIRTUAL ACADEMIC LEARNING LAB: 4:30 PM TO 6:30 PM MONDAY - THURSDAY



6-12 QUARANTINE INSTRUCTIONAL PLAN

TEACHERS WILL STREAM VARIOUS LESSONS DURING THE SCHOOL DAY FOR QUARANTINED STUDENTS.



TEACHERS WILL POST ASSIGNMENTS TO GOOGLE CLASSROOM; STUDENTS WILL USE ADDITIONAL DIGITAL APPS AND PROGRAMS.



STUDENTS ARE SUPPORTED BY TEACHERS VIA EMAIL. ADDITIONAL SUPPORT IS AVAILABLE THROUGH THE VIRTUAL ACADEMIC LEARNING LAB: 4:30 PM TO 6:30 PM MONDAY - THURSDAY

FREQUENTLY ASKED QUESTIONS FOR STUDENTS AND STAFF

Q1: Will students attend school in-person five days a week?

A: Yes. There is no Remote Learning Option. Families who have students with special medical concerns should contact their child's school. Should the health department advise a temporary closure or we have concerns with our ability to properly staff our buildings, we may adjust the school schedule as needed.

Q2: Will all students continue to participate in an E-Learning Day on Wednesday?

A: No. All students will attend classes in-person five days per week.

**Q3: Are masks required?**

A: Yes. Per Governor Pritzker's Executive Order (August 4, 2021), all Illinois students and school staff in K-12 and early childhood care centers will be required to wear masks indoors.

[Executive Order Number 18 - COVID-19 Executive Order 85](#)

Q4: Will students be required to wear masks on the school bus following the end of the transportation mandate in September?

A: When the state lifts its mask mandate for mass transportation, we will reassess the status of the pandemic and follow guidance from the state and local health departments.

Q5: What if a child can't wear a mask?

A: If there is a medical concern preventing students from wearing an approved mask correctly, the parents are responsible to obtain a doctor's note indicating the diagnosis preventing a child from wearing a mask. In the event that a child cannot wear a mask, we should encourage the child to wear a face shield. If neither can be accomplished, strict adherence to social distancing should be maintained.

Q6: Will staff have to complete a health screening each day?

A: Yes. The daily wellness screen will still remain a requirement for all staff members. This may be accessed through Skyward either online or via the Skyward app.

Q7: Will students be required to complete wellness screenings before coming to school?

A: No. Parents are responsible for assessing their child for COVID-like symptoms prior to sending them to school. If a child is exhibiting symptoms, parents should keep them home until they are evaluated by their physician or get tested for COVID.

Q8: Can I send my student to school if they are exhibiting COVID-19 symptoms?

A: No. If your child feels ill, contact the school to report the absence. Children exhibiting COVID-like symptoms may be required to obtain a medical note or negative test prior to returning to school. Parents can contact their building nurse to determine what is required for their child to return.

Q9: Will all students and staff exhibiting symptoms of COVID-19 be sent home and required to test negative before returning to school?

A: Due to the nature of the symptoms of COVID-19, there may be other explanations for the symptoms and each person will be evaluated by the school nurse. For example, a student that is coughing could be related to a diagnosis of asthma or allergies exacerbated by weather, activity, or environment. The nurse will work with the student, staff, parents, and/or medical orders to determine what further action will be required based on current IDPH Guidance and exclusion guidelines.

Q10: If a student is sent home for suspected COVID-19, when will they be allowed to return to school?

A: If a student is sent home for suspected COVID-19 infection, the student will be required to submit a negative test or a release from the physician indicating an alternative diagnosis unrelated to COVID-19 regardless of vaccination status.

Q11: What if someone at home is experiencing symptoms?

A: Unvaccinated individuals are required to stay home until the symptomatic person has tested negative or evaluated by a physician. If a student is sent home from school with COVID-like symptoms, all unvaccinated students will be required to stay home until the symptomatic individual is cleared to return by testing negative for COVID-19 or through an evaluation from a physician. Student absences are excused during this time, and students will be allowed to make up any missing tests or assignments per CM 201-U Student Handbook.

**Q12: Who is considered quarantined or isolated per Illinois Department of Health (IDPH) policy?**

A: Quarantine: An unvaccinated person that has been in close contact with someone recently diagnosed with COVID-19. Close contact is defined as being within 3 feet of an infected person. If masks were not consistently worn, then close contacts are classroom persons who were within 6 feet of the infected student for a cumulative total of 15 minutes or more over a 24-hour period. In general, these students will be required to quarantine for ten (10) to fourteen (14) days from the date of exposure based on current IDPH guidelines.

Isolation: A person is under isolation protocol when they are diagnosed with COVID-19. In general these students will be required to stay home for ten (10) days from the first day of symptoms or when they took the COVID test.

Q13: Will my quarantined student have access to their classroom/instruction?

A: Yes. Quarantined students will have access to the classroom/instruction through Google Meet Live Stream. Within 48 hours of being quarantined, you will receive instructions from the classroom teacher on how to access daily attendance as an observer.

Q14: What if my quarantined student needs additional support?

A: The district has established an After School Virtual Learning Lab. The lab will operate Monday through Thursday from 4:30 p.m. to 6:30 p.m. Students in quarantine will receive instructions on how to access the After School Virtual Learning Lab from the classroom teacher.

Q15: Will people be notified if they are exposed to COVID-19 at school?

A: Yes. When someone discloses a recent diagnosis of COVID-19, the nurses will interview the case to determine if any notifications are required to be made based on the current IDPH guidelines. It is important to remember that healthcare professionals are obligated to maintain confidential Protected Health Information of all staff and students. There are times that they will not be able to disclose all the information requested from staff, students, or parents due to confidentiality laws. The health staff work closely with the Health Department to ensure all the IDPH guidelines and procedures are followed during the investigation.

Q16: Will I need to call my child's school if they have been exposed to an individual with COVID-19 or have tested positive for COVID-19?

A: Yes. Your child's school nurse can provide you with quarantine information, and we can determine if contact tracing is necessary.

Q17: What is the significance of a four-color plan?

A: The colors in our Reopening Plan signify the spread of COVID-19. This plan allows us to make adjustments when needed while providing our students, staff, and families with the information needed to formulate contingency plans.

Q18: What are the cleaning and hygiene protocols in the schools?

A: We will continue to consistently disinfect all surfaces and common touchpoints (door handles, light switches, cafeteria tables, etc.) throughout the school. Hand sanitizer will be available in classrooms, hallways, and common areas (library, cafeteria, main office, etc.), and students will have the opportunity to wash and sanitize their hands throughout the school day.

Q19: Can I still choose to transport my child to and from school each day?

A: Yes.



Q20: Will students at the high school and middle schools be permitted to use their lockers?

A: Yes.

Q21: Will visitors be permitted in the schools?

A: Yes. Visitors may be limited if community spread becomes high. All visitors must wear a mask and adhere to safety protocols. Please be prepared to check-in at the main office and show your state-issued ID. All Special Education meetings will be virtual unless the parent/guardian requests an in-person meeting. If requested, the district tier for the community spread and transmission indicators will be reviewed.

Q22: Will students Grades K-12 be able to participate in all athletics and extracurricular activities?

A: Yes. All participating students must adhere to the items outlined in the Rediscovering "U" Return to School Plan including SHIELD COVID-19 testing. Parental Consent forms for SHIELD COVID-19 saliva testing will be given to the students by their coaches. Please note that SHIELD testing IS required for all students who plan to participate in any athletic or extra-curricular activities this school year. Please note that masks are required to be worn by all students and staff.

Q23: Is the SHIELD saliva test accurate?

A: The saliva test has a sensitivity of 97% and a specificity of 99%, with very few false positives. High specificity combined with frequent testing makes the SHIELD saliva-based test extremely accurate.

Q24: Will spectators be permitted at extra-curricular and co-curricular events?

A: Yes. The numbers of spectators may be limited if community spread becomes high. All spectators must adhere to and follow all health and safety protocols.

Q25: Where do I find more information?

A: We are looking forward to welcoming all students back for full in-person learning five days a week! You can find additional information on the district website at www.cm201u.org.

RESOURCE LINKS

- [Center for Disease Control and Prevention: Guidance for COVID-19 Prevention in K-12 Schools](#)
- [IDPH Press Releases](#)
- [SHIELD Illinois Test Program](#)
- [Will County Department of Health and Community Health Center](#)
- [Mental Health Crisis Warning Signs and Resources](#)
- [ISBE Public Health Guidance for Schools](#)
- [IDPH and ISBE FAQs](#)
- [COVID-19 Interim Exclusion Guidance](#)