

Naperville 2013
Community Unit School District



Return **To**
Learn **2.0**

2020-2021

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Return to Learn 2.0

Goals for 2020-2021

- Develop and implement a plan that can be flexible and responsive to the changing conditions of the pandemic and ultimately return to full in-person instruction
- Ensure safe and secure learning/workspace conditions for all students and staff aligned with ISBE and IDPH recommendations

Guiding Principles

- Align teaching and learning to the District Mission
- Utilize EC-12 lens for planning and decision-making
- Consider both the academic and social-emotional needs of students
- Ensure equity and access for all students
- Ensure at least 5 hours of daily instruction and/or student engagement

Stages of Return to Learn Plan

Stage 1	eLearning	<ul style="list-style-type: none"> → All students participate in eLearning → Faculty & staff members intermittently work from assigned buildings → Extracurricular participation as possible per IHSA
Stage 2	Enhanced eLearning	<ul style="list-style-type: none"> → Students participate in eLearning → Faculty & staff members work from assigned buildings → Student are invited to attend in person learning for special services, labs, & performance based classes for targeted instruction
Stage 3	Hybrid Learning	<ul style="list-style-type: none"> → Students participate in eLearning and in-person learning → Faculty & staff members work from assigned buildings → eLearning continues for students who select online learning only
Stage 4	In-Person Learning	<ul style="list-style-type: none"> → Students, faculty & staff members all return to full in-person instruction

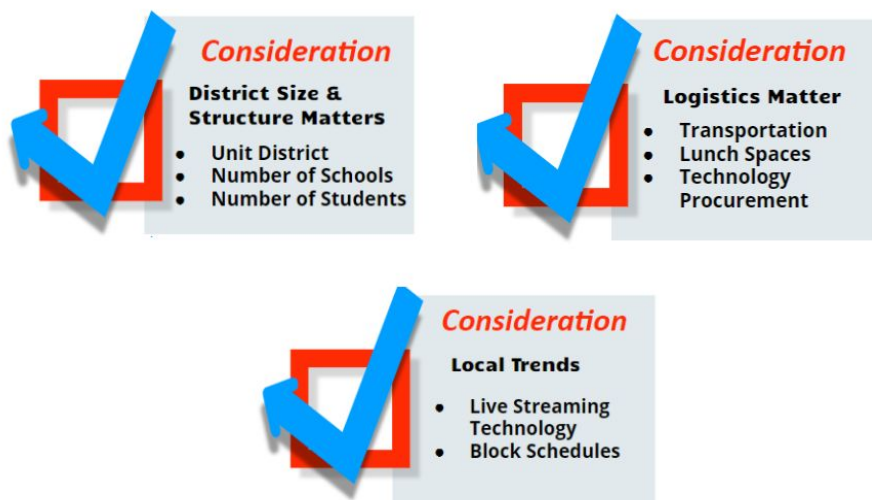
****Full Time eLearning will continue for students who elect this environment for stages 1-3 as we transition to In-Person learning.***

Considerations that Impact Transition to In-Person Learning

There are many variables that each individual district must take into consideration as they plan for returning students to in-person instruction and for moving education more toward normalcy. While **ALL** districts must follow health department and ISBE guidelines, there are factors that impact each **individual** district or school's ability to transition to in-person learning. It is very hard to compare with neighboring districts as all have very unique characteristics.

- Local research tells us that many of the surrounding districts are utilizing live lesson streaming technology and block schedule formats to help support learning.
- Factors, such as district size & structure does impact the transition to in-person learning. Naperville 203 has about 16,000 students across EC-12 grade levels and Connections at 23 instructional sites. Other area districts may only have high school age students or fewer school sites they support.
- Transportation, lunchroom spaces, and the ability to source technology during this time creates additional logistics that play a part in the moving through stages of the Return to Learn plan.

However, even with all these differences across schools in DuPage County, Naperville 203 is confident our plans for Stage 2 & 3 are in alignment with state and local guidelines and what is happening in many other districts across the area. We continue to monitor, collaborate, and learn from and with our neighbors.



Metrics Used to Evaluate Transition to New Stages

IDPH and DCHD have developed a framework to help schools make decisions about how and when to shift between educational models by identifying the level of community spread and providing guidance on what CDC mitigation strategies to apply.

Weekly the health department monitors key health metrics- such as the total number of cases per 100,000, weekly positivity rate, youth county case trend etc. The chart below identifies each metric that the county is monitoring, as well as describes the metrics that are necessary to be within each of the 3 categories- minimal, moderate, and substantial.

DCHD Designation	Minimal Community Transmission	Moderate Community Transmission		Substantial Community Transmission
		Low Moderate	High Moderate	
CDC Level of risk activities	High-risk activities permitted	Moderate risk activities permitted	Some risk activities permitted	Low-risk activities permitted
New Weekly cases/100,000	Less than 50	50-69	70-100	Greater than 100
Weekly Positivity rate	Less than 5 %	5.00%-6.5%	6.6%-7.99%	Greater than 8%

Each week the DCHD reviews the metrics, and makes an overall determination of the level of community spread. The overall Community Transmission level is determined by the highest category in which a single metric is met or exceeded. Prior to considering a shift to more in-person learning, all metrics should be under the identified thresholds for a given level for at least two consecutive weeks.

Level of Risk Activities:

Based on the county level of transmission-minimal-moderate- substantial- Naperville 203 aligned the CDC indicators and thresholds for risk with the DCHD levels of transmission to help us more accurately identify the risk activities and mitigation strategies that need to be applied when the DCHD has determined a moderate level of transmission.

To fully understand how the virus is impacting our community, we will also be reviewing data that is representative of the Naperville 203 community. The level of mitigation strategies within moderate level can vary from the low to the high end. Naperville 203 will be using community data to guide our decisions about which strategies to apply when the DCHD has determined that we are experiencing a moderate level of community spread.

The community data will include the number of new cases per 100,000 within the last 14 days and the positivity rate (a 14 day rolling average) of tests administered based on the zip codes within our school boundaries. The data will be gathered through the Surgical Outcomes and Quality Improvement Center (SOQIC) from Northwestern Medicine.

It is important to note that the metrics will represent all students from within a zip code, even if only a portion of students within that zip code attend Naperville 203 schools.

Operational Metrics:

While the health metrics are extremely important, Naperville 203 also needs to make sure that we have what we need operationally to support students when they attend in-person instruction. The two areas we are monitoring are our ability to maintain and refill the necessary Personal Protective Equipment (PPE) and are our ability to fill the daily absences due to COVID-19 illness.



Naperville 203's Evaluation Metrics include:


Metric	Current Standing	Stage
Health	Substantial Trending Up	Stage 1
PPE	Adequate	Stage 3
Staffing	Monitoring	Stage 3

Stage - Risk Activities - Mitigation Strategies:


COVID-19 mainly spreads from person to person through the release of respiratory droplets when an infected person talks, coughs, or sneezes. These droplets can land in the mouth or nose of individuals that are nearby. The more a person interacts with different people, and the longer and closer the interaction, the higher the risk that the virus spreads. So it is important that the mitigation strategies focus on group size and how often groups of students mix during their time at school. Therefore the more community spread we are experiencing, the lower numbers of students that should participate in-person instruction at one time and the more that students must remain in static groups when they are at school.

Stage	Risk Activities	Mitigation Strategies
Stage 3 Minimal	High Risk	<ul style="list-style-type: none"> → Cohorts of students applied with some exceptions, → <u>Some mixing</u> of student groups throughout the day → Larger in-person groups,
Stage 2 Low Moderate	Moderate risk	<ul style="list-style-type: none"> → Cohorts of students applied with some exceptions, → <u>Minimal mixing</u> of student groups throughout the day → Larger in-person groups → Some sharing of objects
Stage 2 High Moderate	Minimal Risk	<ul style="list-style-type: none"> → Cohorts of students strictly adhered to, → <u>No mixing</u> of student groups (cohorts) throughout the day → Small groups of students → Strict adherence to no sharing of objects
Stage 1 Substantial	Low risk	<ul style="list-style-type: none"> → Virtual classes for most → Small groups of priority students for in-person instruction


In order for Naperville 203 to be able to keep increasing our in-person instruction and reach the hybrid model for all students, it will be very important that everyone implement the 5 key mitigation strategies.




Consistent and correct use of face coverings




Maintaining social distance to the greatest extent possible




Proper hand hygiene and respiratory etiquette must be practiced at all times.



Students and staff should check for symptoms each morning before reporting to school or work. Anyone experiencing symptoms must stay home and



Clean and disinfect all frequently touched surfaces



Contact tracing of infected individuals in collaboration with the DuPage County Health Department

Stages of Return to Learn Plan

Stage 1 - eLearning

eLearning (Stage 1 September 1) Students participate in learning through an online environment with set schedules	
<p>Priorities for Students</p> <ul style="list-style-type: none"> • Feel safe and connected to teachers and the learning environment • Connect with peers & develop a respectful community of learners in a virtual environment • Understand routines, platforms & structures to engage in learning • Know & practice good digital citizenship 	<p>Priorities for Teachers</p> <ul style="list-style-type: none"> • Build a safe, welcoming community of learners • Establish structures & routines for students to engage in learning • Engage in professional collaboration • Spend time in buildings to become familiar with health & safety guidelines with fewer individuals in the spaces
<p>Extracurriculars/Activities</p> <ul style="list-style-type: none"> • Learn & implement health & safety guidelines within small groups for less time lengths • Participate in-person or virtually as health and safety guidelines permit 	
<p>Transition Planning</p> <ul style="list-style-type: none"> • Learn health & safety guidelines in an anticipation of returning to in-person learning • Visit schools individually or in small groups to acclimate with building as necessary • Plan for targeted groups of students to transition to in-person learning 	

Stage 2 - Enhanced eLearning

Enhanced eLearning (Stage 2) → Students participate in learning through an online environment with set schedules. → Some students come in for in person learning.	
<p>Student Outcomes</p> <ul style="list-style-type: none"> • Continue to build trust and positive relationships with peers and teachers • Engage in high-quality learning in a remote and in-person environment both synchronously and asynchronously • Continue to engage in extracurricular activities in person or virtually as guidance allows • Support students in the building in small groups to engage teacher led instruction • Performance courses begin to attend in-person groups especially for hands-on learning components, labs, interventions, and small group supports 	<p>Staff Outcomes</p> <ul style="list-style-type: none"> • Continue to build trust and positive relationships with students • Develop and implement high quality synchronous and asynchronous learning in an online and in person environment • Engage in in-person professional collaboration • Understand what students know and are able to do as they return to school • Meet with small groups of students in person • Phase in in-person instruction for students

Stage 2 Action Summary

Enhanced eLearning (Stage 2) Students participate in learning through an online environment with set schedules; Some students come in for in person learning				
*Fully online learning option continues for students				
STAGE 2 Action Summary				
Early Childhood	Elementary	Junior High	High School	Connections
<ul style="list-style-type: none"> eLearning for all every Monday Phased in-person instruction for Early Childhood full day and half day Install live stream technology in classrooms Targeted in-person interventions Practice and implement Health & Safety protocols with students 	<ul style="list-style-type: none"> eLearning for all every Monday Transition to half day AM/PM synchronous schedule for all students Install live stream technology in classrooms Targeted in-person interventions Practice and implement Health & Safety protocols with students 	<ul style="list-style-type: none"> eLearning every Monday Transition to block schedule Install live stream technology in classrooms Targeted in-person interventions Performance courses attend in-person through teacher invitation Prepare for transition to stage 3 Hybrid Practice and implement Health & Safety protocols with students 	<ul style="list-style-type: none"> eLearning every Monday Transition to block schedule Install live stream technology in classrooms Targeted in-person interventions Performance based/hands-on classes attend in-person via teacher invention Prepare for transition to stage 3 Hybrid Practice and implement Health & Safety protocols with students 	<ul style="list-style-type: none"> Install live stream technology in classrooms Transition to half day hybrid schedules for all students Practice and implement Health & Safety protocols with students Continue to identify opportunities for expanding access to electronic tools and resources

Early Childhood and Elementary Stage 2

Stage 1 puts a premium on health and safety as we transitioned staff and some limited numbers of students back into schools. Moving forward, we are prioritizing in-person learning for our youngest learners, but must keep health and safety at a top priority.

Stage 2 Outcomes

- Prioritize our youngest learners
- Increase opportunities for in-person learning
- Acclimate students to a new school environment

Junior High and High School Stage 2


Stage 2 puts a premium on health and safety as we transitioned staff and some limited numbers of students back into schools. Moving forward, Naperville 203 will be making transitions to the junior high and high school schedules to better prepare them for the transition to in-person learning. These changes include moving to a block schedule and beginning the school day earlier.

Stage 2 Outcomes

- Increase opportunities for in-person learning
- Provide target in-person support for students identified through Student Services/PLC/Course teams
- Provide transition opportunities for students new to school/grade
- Be prepared to transition to a full hybrid, in-person learning model.

Rationale for Transitioning to a Block Schedule

- Considers student mental, physical, and emotional health, including workload and screen time
- Focusing attention on a smaller scope of subjects each day allowing students to learn at a reasonable pace
- Reduces potential health and safety concerns of students eating lunch in the building and fewer passing periods
- Expands the class period time moving purposefully within synchronous & asynchronous structures
- Allows availability of targeted student support on a daily basis
- Aligns start time closer to when students are arrive on campus



Connections Program Schedule Stage 2 and 3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:30- 11:15 Advisory Periods 1 & 2	Alternating Weeks A Group/B Group	A Groups	A Groups	B Groups	B Groups
11:15 - 12:15	Lunch & Asynchronous Instruction				
12:15 - 2:30 Periods 3 & 4	Alternating Weeks B Group/A Group	B Groups	B Groups	A Groups	A Groups

When students are not in-person, they will be engaging in synchronous (via live streaming) and asynchronous work.

Stage 2: K-12 Multi-Needs & Structured Learning

Students with IEPs served in Naperville 203’s specialized classrooms have been prioritized for in-person instruction during Stage 2. During the first three weeks of Stage 2, students will participate in an alternating day hybrid model in which they receive in-person instruction for a longer period of time than their typical peers and on days they are learning remotely they will participate in live instruction by livestreaming into the classroom and engaging in self-paced learning activities. All elementary students will be provided an additional hour of self-paced learning activities daily.

If health and operational metrics allow, students will enter stage 3 early and begin attending in-person instruction daily Tuesday-Friday. Elementary students will continue to receive an hour of daily self-paced learning activities.

Schedule

Beginning October 19th

K-5
A/B Hybrid Model*
Tuesday - Friday 8:15 - 12:15

A group attends Tues/Wed
B group attends Thur/Fri
Monday eLearning

6-8
A/B Hybrid Model*
Tuesday - Friday 8:35-12:50

A group attends Tues/Wed
B group attends Thur/Fri
Monday eLearning

9-12
A/B Hybrid Model*
Tuesday - Friday 7:35-1:30

A group attends Tues/Wed
B group attends Thur/Fri
Monday eLearning

*Students will engage in both synchronous (through live streaming) and asynchronous instruction on opposite hybrid days
All students will be provided 60 minutes of asynchronous work each day

If metrics allow, students will enter stage 3 early beginning November 9th

K-5
In-person Tues-Fri 8:15-12:15
Monday eLearning

6-8
In-person Tues-Fri 8:35-12:50
Monday eLearning

9-12
In-person Tues-Fri 7:35-1:30
Monday eLearning

Students may choose to remain remote through stage 3 of the Return to Learn plan

Stage 3 - Hybrid Learning

Hybrid Learning (Stage 3)	
Students spend a balanced amount of time in an eLearning model and In person instruction	
<p>Priorities for Students</p> <ul style="list-style-type: none"> • Systematically increase the amount of in-person instruction • Engage in high-quality learning activities with a balance of and in-person and online • Continue to engage in extracurricular activities online and in-person • Establish in person connections with teachers and peers in the physical classroom space 	<p>Priorities for Teachers</p> <ul style="list-style-type: none"> • Increasing the amount of in-person instruction • Develop and implement high quality learning activities in person and online • Engage in in-person professional collaboration • Evaluating what is working and looking for ways to increase in-person instruction • Establish in person relationships and classroom culture in the physical classroom space
<p>In-Person Instruction</p> <ul style="list-style-type: none"> • 50% of students attend in person learning daily • Provide safe spaces for students to work and/or receive additional support • Provide additional intervention and extensions for students based on assessment data 	

*Fully online learning option continues for students.

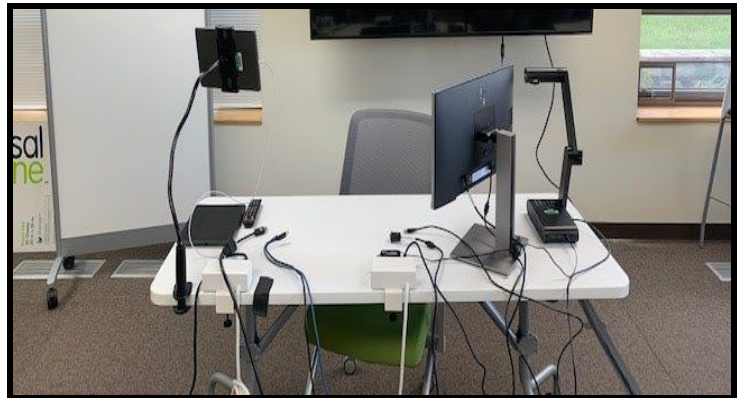
Stage 4 - In Person Learning

In-Person Learning (Stage 4)	
<p>Priorities for Students</p> <ul style="list-style-type: none"> • Return to full in-person, daily instruction at home school • Feel safe and connected in the in person learning environment • Utilize SEL skills to express emotion • Discontinue eLearning 	<p>Priorities for Teachers</p> <ul style="list-style-type: none"> • Teaching and learning takes place in a building with all students present at the same time • Build a cohesive, caring classroom community and culture with all students • Evaluate students academic and SEL as all transition to full in person learning • Discontinue eLearning
<p>Extracurriculars/Activities</p> <ul style="list-style-type: none"> • All activities and clubs meet in person 	
<p>Transition Planning</p> <ul style="list-style-type: none"> • All students, faculty & staff members return to full time in-class instruction 	

Instruction for All: Live Streaming

Naperville 203 is committed to providing a rigorous curriculum for all students. The Live Stream technology is the backbone of our current plan. This technology allows for students to engage with their current teacher, current classroom, and current curriculum without making changes to schedules. The technology also allows for us to move from Stage 1, 2, or 3 models in a fluid manner.

- Classroom setup to facilitate multiple learning models
- Allows for continuity of course content, teacher, class peers collaboration
- Online only students and hybrid remote students have access to real time learning during all in person instruction
- Each classroom is equipped with an ipad, laptop, sound system and second monitor
- Collaboration between staff and administration to determine the tech solution



Student Services

- IEP/504 services will be provided during all stages of the R2L Plan. Individualized decisions will be made regarding how services are provided in-person, virtually or some combination
- EL services will be provided during all stages of the R2L plan. Individualized decisions will be made regarding how services are provided in-person, virtually or some combination
- Dual Language classrooms will continue the language allocations that are identified for each grade level.

IEP

504

English
Learners

Assessment

During this transition period, it remains Naperville 203's goal to continue to assess student learning and growth. As we develop more plans, the information will be shared via the student's school.

Classroom Assessment

- Teachers will administer PLC created assessments to identify student readiness and measure academic progress

NWEA MAP Growth

- Reading and mathematics administered to students in grades K-8

Cognitive Abilities Test (CogAT)

- Administered to third grade students at their home school

College Board SAT with Essay

- Administered on September 23 only to twelfth graders at their home school

College Board PSAT/NMSQT

- Administered on October 14 only to eleventh grade students at their home school.

Health and Safety

Important Facts about COVID-19

- COVID-19 **mainly spreads** from person to person when people are within close contact (6ft or less) of one another.
 - It spreads through the release of small droplets from the nose or mouth when a person coughs, sneezes, or speaks. These droplets can land in the nose or mouth or possibly be inhaled by others.
 - COVID-19 **can also be spread** when the droplets land on objects or surfaces and people touch the object or surfaces and then touch their eyes, mouth, or nose with their hands. However, studies show that **this is not the dominant means of transmission**.
- The more closely a person interacts with others and the longer the interaction, the higher the risk that transmission will occur if an individual is positive for the virus.

Key Principles to Health and Safety

1. The best way to prevent COVID-19 is to avoid being exposed to the virus.
2. All protocols prioritize limiting a close person to person contact (within 6 feet for more than 15 minutes throughout the day)) to protect students/staff from respiratory droplets that are expelled when someone coughs, sneezes, and talks.
 - a. Anyone who is sick or becomes sick is isolated/excluded from activities
 - b. 6ft of distance is maintained to the greatest extent possible.
 - c. When 6ft of distance cannot be maintained, other barriers should be put in place (face coverings, cough barriers.
 - d. No more than 50 people in any given space at one time. Groups of 50 need to be 30 feet apart when outside.
3. Protocols account for the spread of COVID-19 on surfaces and objects by focusing on limiting the sharing of objects, disinfecting frequently touched surfaces, and sanitizing objects that must be shared between individuals.
4. All health and safety protocols are considered through the lens of hygiene practices, social distancing, and limit sharing.

Promoting Healthy Hygiene Practices

Helping to reduce the spread of the virus requires we increase our current hygiene practices within our school, develop some new procedures, and increase hygiene opportunities throughout the day. This will include:

- Naperville 203 staff will model, teach and reinforce healthy hygiene practices including hand washing, avoiding contact with eyes, nose, and mouth, appropriately covering coughs and sneezes and how to safely use a face covering.
- Students and staff will wash/sanitize their hands:
 - upon entering the building;
 - following the eating of lunch/snack;
 - after coughing/sneezing;
 - using the restroom;
 - upon entering or leaving the classroom;
 - putting on and removing face covering; and
 - after using any shared item.
- Hand sanitizer (with at least 60% alcohol) will be readily available in all classrooms for student and staff use.
- Classroom routines will be developed for students and staff to regularly wash their hands or use hand sanitizer both inside and outside the classroom.
- Drinking fountains will be closed down. Students and staff may use the touch-less bottle filler when necessary.
- Hand sanitizer will be placed in common areas throughout all buildings.
- Signage will be posted in appropriate places that outline how to prevent the spread of the virus, symptoms of the virus, and proper handwashing techniques.



Daily Symptom Monitoring For Students

In order to reduce the community spread of COVID-19, D203 will be following IDPH, and ISBE guidance and requiring each student to undergo a daily symptom screening prior to utilizing D203 transportation or entering any D203 building. Parents/Guardians will be conducting this daily symptom screening prior to their student departing for school. Sending the student the parent/guardian is verifying the student is not exhibiting any symptoms of COVID-19. For students exhibiting symptoms, parents/guardians must notify the school nurse with a note or email.

As an additional precaution, temperature checks will be conducted at student entrances each morning. Temperatures will not be recorded daily. Any student exhibiting a temperature at or above 100.4 will be required to be picked up from school and may not return until the return to learn criteria have been met and the student is fever free for 24 hours.

Symptoms of COVID-19 include:

- A fever of 100.4 degrees F or greater
- Cough
- Shortness of breath or difficulty breathing
- Chills
- Nausea or vomiting
- Diarrhea
- Muscle aches
- Headache
- Sore Throat
- New loss of taste or smell
- Runny nose
- Fatigue

Any student who has symptoms of COVID-19 will be required to meet the Return to Work criteria outlined by the IDPH (see below).

COVID-19 Return to School Protocols				
Circumstances	Required Exclusion Period	Return to School Criteria	Documentation Needed	Quarantine of Close Contacts
Positive COVID-19 diagnosis with symptoms	10 calendar days (minimum) From the onset of symptoms	The individual is fever free for 24 hours without fever-reducing medication AND improvement of symptoms	Release from Isolation letter from the DCHD/WCHD	Yes
Positive COVID-19 Test with NO symptoms	10 calendar days from the date of the first positive COVID-19 test	Exhibiting no symptoms	Release from Isolation letter from the DCHD/WCHD	Yes
Exhibiting one or more symptoms of COVID-19 w/o diagnostic test, clinical evaluation, or an alternative diagnosis	10 calendar days (minimum) from the day of onset of symptoms	The individual is fever free for 24 hours without fever-reducing medication AND improvement of symptoms	Note from parent/individual certifying the symptoms have improved and no one in the household is experiencing symptoms. OR Negative RT-PCR COVID-19 COVID-19 test ¹	Household members only
Exhibiting one or more symptoms of COVID-19 w/ alternative diagnosis	N/A	Symptoms have resolved and meet return to school criteria for diagnosis.	Physician note stating the alternative diagnosis and no suspicion of COVID-19	No
Close contact with someone who tested positive for COVID-19	14 calendar days From the last contact with the infected person	Exhibiting no symptoms	Note from parent/individual certifying the quarantine was completed.	No
International travel to a country that is a level 3 on CDC warning list.	14 calendar days	Exhibiting no symptoms	Note from parent/individual certifying 14-day isolation is complete.	No

¹ DCHD does not allow for rapid COVID-19 tests

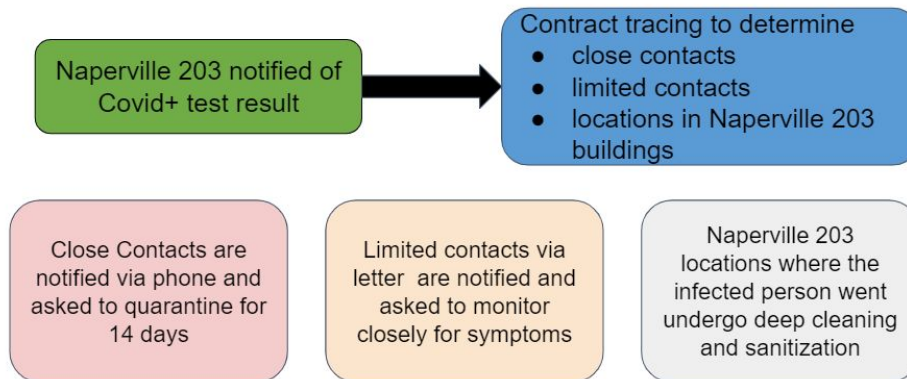
Updated 11/8/2020

Planning for When a Student/Staff Member Becomes Sick

- Each school will have a separate location where anyone showing symptoms will wait while undergoing evaluation or waiting to be picked up by a parent/guardian.
 - Students will not be left alone in the quarantine area and school staff will utilize the PPE outlined by the CDC for standard and transmission-based precautions.
- Individuals will be sent home with a recommendation to seek medical attention.
- Students and staff may not return until they meet the return to school protocols outlined by the IDPH.
- Any area used by the individual who is sick will be cleaned and disinfected per the CDC and IDPH guidelines.

Responding to Confirmed Cases

- All confirmed cases will be immediately reported to the DuPage County Health Department. DCHD will provide guidance on the course of action needed to ensure that the most recent CDC guidelines are followed.
- Any individual who had contact, limited or close, will be notified of their exposure via email.
 - Individuals with close contact (less than 6 feet for greater than 15 minutes throughout the school day) will be required to self-isolate for 14 days.
 - Individuals with limited contact will NOT be required to self-isolate but will be asked to closely monitor for symptoms of COVID-19.
- These procedures are based on the current guidelines provided by the health department, they are subject to change.



Limit Sharing

Limiting the sharing of materials and supplies is another method to help reduce the spread of the COVID-19. This will look different at each level.

Elementary

- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (art supplies, equipment, etc.)
 - Assign supplies to a single student or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Use digital manipulatives to the extent possible.
 - When not possible, provide each student with their own set of manipulatives, and when that is not possible, disinfect manipulatives after each use.
- Avoid, to the greatest extent possible, the sharing of electronic devices, toys, books, and other games or learning aids.
- Assign each student their own individual electronic device (EC-1 included)
- Instructional texts (i.e., workbooks) are to be kept and used by individual students.
- Limit the passing back and forth of paper;
 - Use technology when possible to provide written feedback to students.
- Assign any sensory items to individual students
 - When not possible, disinfect after each use
- Students should not bring any toys from home to school.

Junior High

- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, lab equipment, etc.) assigned to a single student or limit the use of supplies and equipment by one group of students at a time and clean and disinfect between use.
- Use digital manipulatives to the extent possible. When not possible, provide each student with their own set of manipulatives, and when that is not possible, disinfect manipulatives after each use.
- Avoid, to the greatest extent possible, the sharing of electronic devices, books, and other learning aids.
- Instructional texts (i.e., workbooks) are to be kept by the individual student.
- Limit the passing back and forth of paper; Use technology when possible to provide written feedback to students.
- Assign any sensory items to individual students
 - When not possible, disinfect after each use
- Students should not bring any toys from home to school.

High School

- Reduce the amount of shared supplies;
- Students should not be assigned lockers;
- Ensure adequate supplies to minimize the sharing of high touch materials to the extent possible (art supplies, equipment, etc.) assigned to a single student or limit the use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Use digital manipulatives to the extent possible. When not possible, provide each student with their own set of manipulatives, and when that is not possible, disinfect manipulatives after each use.
- Avoid, to the greatest extent possible, the sharing of electronic devices, books, and other games or learning aids
- Instructional texts (i.e. workbooks) are to be kept by the individual student.
- Limit the passing back and forth of paper; Use technology when possible to provide written feedback to students.

Visitors

While all Naperville 203 buildings are open, we will be limiting the individuals in a building to only staff members to help to reduce the opportunities for the virus to enter our schools.

- Only essential visitors will be allowed to enter school buildings and should conduct all business within the front office.
 - Procedures will be in place to sign students in/out for late arrival/early dismissal without parents having to enter the building.
 - All parent meetings should be held virtually whenever possible. Including IEP and 504 meetings.
- A face covering will be required at all times.
- Individuals experiencing symptoms of COVID-19 or who have had close contact with someone who tested positive for COVID-19 will not be permitted to enter the building.
 - Prior to entering a school building, all visitors will need to complete temperature and symptom screening.
 - Visitors will be asked to provide contact information should there be a need for contact tracing.
- Upon entering the building, all visitors will be required to wash/sanitize their hands and to be wearing a face covering.
- No volunteers will be allowed at this time.

Cleaning and Disinfecting

All Naperville 203 cleaning, disinfecting, and ventilation practices will follow the procedures and expectations outlined in the ISBE, IDPH, and DCHD guidelines and will be updated as needed.

Elementary

- Classroom surfaces should be kept empty or uncluttered to facilitate cleaning.
- All items that cannot be easily cleaned (fabric, etc.) will be removed (couches, etc.) This includes personal furniture.
- Clean and sanitize desks whenever the entire class leaves the room, to the greatest extent possible.
- Whenever possible, the classroom door will be open and in the locked position to support air circulation and limit the number of people who need to open the door.
- Clean and disinfect any used materials at the end of the day

Junior High

- Classroom surfaces should be kept empty or uncluttered to facilitate cleaning
- All items that cannot be easily cleaned (fabric, etc.) will be removed (couches, etc.)
- Whenever possible, the classroom door will be open and in the locked position to support air circulation and limit the number of people who need to open the door.
- Clean and disinfect any used materials at the end of the day

High School

- Classroom surfaces should be kept empty or uncluttered to facilitate cleaning
- All items that cannot be easily cleaned (fabric, etc.) should be removed (couches, etc.)
- Whenever possible, the classroom door will be open and in the locked position to support air circulation and limit the number of people who need to open the door.
- Clean and disinfect any used materials at the end of the day
- Students will be allowed to drink water and eat snacks but must be seated in a classroom and 6 feet from other students.



Ventilation

- HVAC systems will begin operating on normal schedules prior to the start of the school year to ensure good airflow and proper operation of systems.
- A 100% HVAC outdoor air building flush will be performed prior to staff and students returning to school.
- HVAC schedules will be expanded to start an hour earlier than in previous years to allow flushing of fresh air into schools.
- Outdoor air ventilation rates will be increased to maximize dilution of the return air.
- All filters, clean coil drains, and the interior of all air handling units and unit ventilators will be changed.
- As much as possible, windows will be open to allow for fresh air in buildings.
- A complete change of air filters will occur in any area where there is a suspected case.



Physical Distancing

Early Childhood & Elementary

Arrival and Departure

- Upon arrival, students will go directly to their classrooms.
- Schools will designate routes for entry and exit.
- Staff will supervise entry points and release of students from buses.
- Physical distancing is to be maintained to the greatest extent possible.
- Face coverings must be worn during entry and exit.
- Hand sanitizer will be available at entry/exit points.

Classroom Space

- Student seats will be physically distanced from one another.
- Student seats will face the same direction.



Non-Classroom Spaces

- When outside students can remove masks when six-foot physical distancing is maintained.
- Movement throughout the building should take place with face coverings at all times.
- Bathroom breaks will be structured and bathroom capacities will be followed.

Junior High & High School

Arrival and Departure

- Schools will designate routes for entry and exit.
- Physical distancing is to be maintained to the greatest extent possible.
- Face coverings must be worn during entry and exit.
- Hand sanitizer will be available at entry/exit points.



Classroom Space

- Student seats will be physically distanced from one another.
- Student seats will face the same direction.

Non-Classroom Space

- When outside students can remove masks when six-foot physical distancing is maintained.
- Movement throughout the building should take place with face coverings at all times.



Face Covering Protocol

To prevent the spread of COVID-19, *Face coverings will be required for all District staff members, students, and visitors over the age of 2 who are present in any district building, utilizing school bus or other district vehicles, and when outside on school grounds, when social distancing cannot be maintained.* The primary purpose of face coverings is to prevent an individual from potentially exposing or infecting others with the virus.

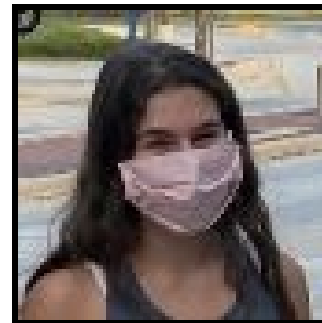
Face coverings are masks or other cloth face coverings which cover an individual's nose and mouth. They should be fitted to the face, but permit breathing without restriction. Face shields may not be used in place of face coverings.

Students

Appropriate face coverings must be worn by students at all times in school buildings, on school busses, at all school activities, and when outside on school grounds, when social distancing cannot be maintained.

Students will be responsible for providing their own face covering that is aligned to CDC guidelines:

- The mouth and nose are fully covered.
- There are multiple layers of cloth fabric that can sustain daily washing and drying.
- The covering fits snugly against the sides of the face so there are no gaps.
- Allows you to breathe without difficulty.
- Can be tied or otherwise secured to prevent slipping
- May not be a neck warmer/gaiter
- May not have an exhalation valve or vent



For students without a face covering or unable to find one aligned to CDC guidelines, a face covering will be provided. Masks may be removed while actively eating and drinking as long as students are stationary (seated at desk or table) and are maintaining appropriate social distance (6ft.)

Schools will work with all students to develop the ability to wear a face covering, but practicing at home will be imperative before the start of the school year. Please have students practice wearing face coverings in different environments and for longer periods of time each day to help support a successful transition back to school. If the school year is to happen safely, then students must be in the habit of appropriately wearing face coverings, and social distancing outside of school, as well as in school.

If a student consistently refuses to wear a mask appropriately, the building administration will work with the student and family, but if the issue persists, the student will be enrolled in eLearning full time.

Families may seek an accommodation or modification to the face-covering requirement if their student:

- Has a medical contraindication, e.g., difficulty breathing at rest, and/or
- is developmentally (physically or intellectually) disabled, such that they are unable to remove a mask if needed

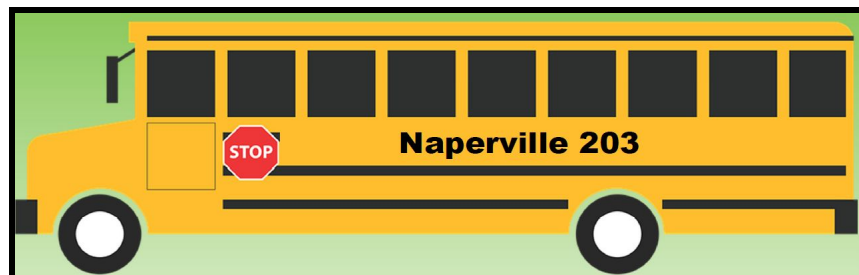
Additional information on how to request an accommodation can be found [here](#).



Transportation

All Naperville 203 transportation services will follow the procedures and expectations outlined below that align with ISBE, IDPH, and DCHD guidelines and will be updated as needed. When students return to school and transportation is provided, the following guidelines will be followed:

- All individuals on a bus must wear a face covering, including the bus driver.
- Bus routes will be organized to ensure no more than 50 individuals are on the bus at a time.
- Bus stops will be assigned to allow for social distancing, to the greatest extent possible.
- All students will have assigned seats. Students from the same household will be asked to share seats whenever possible. There may be times a student would need to share a seat with someone outside of their household.
- Whenever possible, windows should be open.
- The bus will be clean and sanitized after each route.
- Visual cues will be provided to help students manage social distancing to the greatest extent possible.
- All bus drivers and assistants will utilize appropriate PPE when riding the bus.



Food Service



Naperville 203 will continue our Curbside Pick-Up service at multiple sites with some changes to accommodate Stage 2 scheduling.

SERVICE DETAILS

- Breakfast & Lunch will be packed and ready for you!
- We are now providing weekend meals through the end of the calendar year.
- Complete this [Google Form](#) to let us know where you would like to pick up and when you are coming! This step is not required in order to receive meals, but it helps us plan for a smooth pick-up experience.

LOCATIONS AND TIMES

- 3 Days Worth of Meals on Monday
 - 7:00 a.m. - 8:00 a.m. or 4:00 p.m. - 5:00 p.m.
 - Scott, Prairie & Elmwood Elementary Schools
 - Jefferson & Kennedy Junior High Schools
 - Naperville Central High School
 - Beau Bien Park
- 4 Days Worth of Meals on Wednesday
 - 4:00 p.m. - 6:00 p.m.
 - Scott, Prairie & Elmwood Elementary Schools
 - Jefferson & Kennedy Junior High Schools
 - Naperville Central High School
 - Beau Bien Park
 -

For more information regarding the menu, service details, or need alternate arrangements call 630-848-3927 or email grosh-nicole@aramark.com.

If your family needs additional support regarding meal service, please contact your school social worker.

PAYMENT DETAILS

The meals through the USDA emergency feeding programs are free to all children aged 18 or under, regardless of enrollment or eligibility status, through the end of December 2020.

Communication

The COVID-19 pandemic landscape is ever-changing. Naperville 203 will follow the guidance of our partner organizations. We ask that our families closely monitor communication from the District as we anticipate these plans to change throughout the coming months.

Further information is continuously updated and available on our [website](#).

A [COVID-19 Dashboard](#) has been placed on our website and is updated weekly on Monday afternoons or as soon as the data is released.

We also welcome feedback from our community via our [Let's Talk](#) contact us platform. Please feel free to ask questions and provide feedback.

Please watch our Return to Learn Videos [here](#).



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