

Safe Return to In-Person Instruction and Continuity of Services Plan

لعرض الخطة باللغة العربية ، حدد خيار الترجمة من الزاوية اليمنى العليا لصفحة الويب وحدد من أكثر من 100 خيار لغة. 要查看中文計劃，請從網頁右上角選擇翻譯選項，然後從 100 多種語言選項中進行選擇。

Para ver el plan en español, seleccione la opción de traducción en la esquina superior derecha de la página web y seleccione entre las más de 100 opciones de idioma.

Updated: 8/5/2021

Introduction

On March 11, 2021, the American Rescue Plans (ARP) Act was signed into law. In it, the U.S. Department of Education is providing an additional \$121.9 billion for the Elementary and Secondary School Emergency Relief Fund (ESSER III Fund). This legislation will award grants to state educational agencies (SEAs) for providing local educational agencies (LEAs) with emergency relief funds to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools across the nation.

Illinois will receive ESSER III funds from the Act, with 90 percent being awarded to school districts with amounts determined in proportion to the amount of Title I, Part A funds received in summer 2020 from funds under the Every Student Succeeds Act (ESSA). The remaining funds will be used for state-level activities to address issues caused by COVID-19. This plan describes how the LEA or district will provide the safe return to in-person instruction and continuity of services for all schools, including those that have already returned to in-person instruction. This report template complies with all reporting requirements of the ARP Act (Public Law 117-2), the ESSER III grant terms, conditions, and assurances (CFDA Number 84.425U), and the interim final rule established by the U.S. Department of Education, 86 FR 21195.

Maintaining Health and Safety

Overview

A district's plan must include how it will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies or practices and a description of any such policies or practices, on each of the CDC's safety recommendations including: universal and correct wearing of masks; modifying facilities to allow for physical distancing (e.g., use of cohorts/podding); hand washing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the state, local, and health departments; diagnostic and screening testing; efforts to provide vaccinations to educators, other staff, and students, if eligible; appropriate accommodations for children with disabilities with respect to health and safety policies or practices; and coordination with state and local health officials.

Description of maintaining health and safety

School District 126 will begin the 2021-22 school year with a five-day per week, in-person instructional model and will adhere to the following health protocols. Accordingly, the District will:

- limit non-essential visitors and activities.
- provide sanitizing stations throughout the building.
- provide opportunities for and promote frequent hand-washing and the use of hand sanitizer.
- encourage each school to monitor student arrival and dismissal to discourage students from congregating in groups.
- incorporate virtual events such as parent/family meetings, assemblies, etc., where possible.
- follow all CDC, SCDHEC, and SCDE guidelines for mask wearing and social distancing (Based on the Governor's mandate on August 4, 2021, masks will be required for all at all school facilities and on school buses.)
- monitor the spread of viruses or other contagious diseases, such as but not limited to, influenza and COVID-19.

Policies or Practices Regarding CDC Recommendations

Universal and correct wearing of masks

As directed through Governor Pritzker's mandate announced on August 4, 2021, District 126 will require that students and employees wear a face mask at any of its educational facilities or its school buses. The use of face coverings by students and staff on school buses and within school facilities is required.

Modifying facilities to allow for physical distancing

Mitigation measures such as proper signage, the installation of floor decals and water bottle filling stations, and the promotion of social distancing have been implemented at each District 126 school. Extended and/or staggered meal service will be implemented to support social distancing while ensuring adequate time for students to consume their meals. Transportation will comply with CDC and IDPH guidelines regarding capacity that are in effect during the 2021-22 school year.

Handwashing and respiratory etiquette

District 126 will provide adequate supplies to support healthy hygiene behaviors (e.g., soap, hand sanitizer with at least 60% alcohol for safe use by staff and older children, paper towels, and tissues). Schools will systematically and frequently check and refill hand sanitizers. Schools will utilize age-appropriate activities that encourage sound personal hygiene practices and respiratory etiquette.

Cleaning and maintaining healthy facilities, including improving ventilation

In addition to the numerous mitigation efforts in place, District 126 disinfects high touch areas with an EPA-approved germicide throughout the District each day. An electrostatic sprayer is used at the end

of the day to disinfect classrooms, restrooms, buses, and other common areas. District 126 has state of the art HVAC systems and continues to use upgraded air filters and maximize the fresh air intake throughout all schools.

Contact tracing in combination with isolation and quarantine

District 126 takes pride in extensive contact tracing and transparent reporting to the public of COVID-19 cases and staff quarantines within the District. To provide transparent reporting for our stakeholders, the District maintained a COVID-19 case dashboard throughout the 2020-21 school year and will continue to do so, as necessary, for the 2021-22 school year.

Each school will continue to provide current health information to staff, students, and families about the signs and symptoms of COVID-19, when they should stay home, and when they can return to school. HCS will continue to follow the 2020-21 plan for assisting students and staff who exhibit COVID-19 symptoms during the school day.

Each school will establish a dedicated space for symptomatic individuals that will not be used for other purposes. Students who present COVID-19 symptoms will immediately be isolated to the designated space.

Students who display COVID-19 symptoms or who have received a confirmed positive COVID-19 test result will be asked to quarantine for the IDPH and CDC recommended period of time.

Diagnostic and screening testing

COVID-19 screening testing will be made available with parent consent. This will be used as a mitigation tool for asymptomatic students and staff. Details will be shared with families as soon as possible.

Efforts to provide vaccinations to educators, other staff, and students, if eligible

During the 2020-21 school year, District 126 worked collaboratively with Jewel Osco to offer the COVID-19 vaccination to all of the District's employees. Additionally, students 12 years of age and older were also able to receive the COVID-19 vaccination with parent consent at the end of the 20-21 school year.

Appropriate accommodations for children with disabilities with respect to health and safety policies and practices

When circumstances require specific policies or practices designed to protect the health and safety of students, 504 and IEP teams will determine if modifications and/or reasonable accommodations are needed for individual students with disability-related issues.

Coordination with state and local health officials

For the 2021-22 school year, District 126 will continue to implement directives from the CDC and IDPH concerning face coverings, social distancing, and contact tracing.

Continuity of Services

Overview

Districts must describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and food services.

District response on continuity of services

Academic Needs

District 126 will begin the 2021-22 school year with a five-day per week, in-person instruction for students in preschool through 8th grade. The District will also provide virtual learning through a concurrent instructional model for students requiring to be quarantined.

Spring and fall 2021 data will be used as baseline measures to determine academic gaps in reading and math. This information will be used to identify learning loss and skill identification to employ additional interventions in reading and math. Academic student growth will be measured using NWEA assessments as well as additional district assessments. Schools will provide ongoing support for academically at-risk students who have demonstrated learning loss, as a result of the pandemic, through small-group instruction and interventions. In addition, schools will continue to develop and implement strategies to improve all state report card measures. A continuum of interventions will be provided that supports Multi-tiered System of Supports (MTSS).

Family Connections

District 126 recognizes that families are equal partners in attaining educational goals for students. Educators view families and creating family-school relationships as essential for children's optimal academic, social, and emotional learning. Schools will provide opportunities for family engagement through events such as literacy nights, book fairs, family nights, open houses, musical performances, sports events, and parent-conference days/nights.

Special Education Services and FAPE

District 126 is committed to the continued Child Find obligation and efforts under Section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Education Act (IDEA). The District will continue to work in collaboration with schools and parents / guardians to provide a free, appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those individuals providing education, specially designed instruction, and related services to these students. Specially designed instruction and related services will be provided as specified in student individualized education programs (IEPs) and Section 504 plans.

Progress-monitoring data relevant to students' IEP goals will be monitored to identify learning loss/gains and skill identification that may warrant revisions to these plans to meet the individual needs of students. Section 504 meetings and IEP meetings will be scheduled in accordance within the required timelines and processes and will be scheduled at mutually agreed upon times and locations between the school and the parent, guardian, or adult student.

Multilingual Learners

District 126 prioritizes the scheduling of duallanguage services for English Learners in order to maximize service minutes. Schools will continue to schedule EL students with teachers trained in sheltered-instruction content strategies. Teachers will follow the students' individualized learning plans to ensure accommodations are provided for EL students as identified. Essential information, at a minimum, will be provided in the top two languages of students in the District to include Spanish, and Arabic.

Grading Practices

District 126 follows the required grading policies for the state of Illinois and has established standards-based grading protocols.

Professional Development

Opportunities will be provided to facilitate collaboration and professional development that safely supports the professional growth and development of all staff. Educators will receive ongoing professional learning related to the pedagogy and strategies to promote student learning, social-emotional wellness, and success. New instructional personnel will be provided the opportunity to attend the district's mentoring program throughout the school year. Professional development support for the implementation of instructional standards and priorities and updated curriculum maps will be customized for educators based on their grade-level assignments and/or specific content areas such as special education, English as a Second Language, physical education, fine arts, etc. Professional learning communities within and across schools will be utilized in an ongoing manner for the exchange of resources, best practices, as well as discussion of challenges and needs.

Social, Emotional, Mental Health of Students and Staff (Could also include health and food services)

Schools are equipped to address social, emotional, and mental health needs through counseling services and integration of social-emotional learning utilizing the following resources: Caring School Community and Habitudes.

School social workers are present in all district schools five days a week during the school hours and beyond, if needed. Staff are an integral part of the school community and are involved in meetings regarding students, crisis situations that may involve children not involved with the program (as school administration expresses the need), and other non-academic programs (assemblies, special teams). District 126 utilizes online safety tools, GoGuardian and GoGuardian Beacon, to monitor and help ensure students' online safety as well as identifying students who are at risk of suicide or possible harm to others through threats, violence, and bullying. Each district school has a health aide on site to assist students and consults with the district nurse.

Meal Service will be provided in disposable containers or bags to reduce contact. For breakfast, District 126 provides a grab-n-go breakfast in the classrooms or allows students to pick up a breakfast meal at a designated entrance as students arrive. For lunch, students will be allowed to dine in the cafeterias with social distancing or in classrooms as needed.

Periodic Review

Overview

Districts are required to review and, as appropriate, revise their Safe Return to In-Person Instruction and Continuity of Services Plan at least every six months through September 30, 2023, including seeking public input and taking such input into account in determining whether to revise the plan and, if revisions are determined necessary, on the revisions it makes to its plan. If a district developed a plan prior to enactment of the ARP Act that was made publicly available and was developed with public comment, but does not address each of the required aspects of safety established in the ARP Act, the district must, as part of the required periodic review, revise its plan consistent with the ARP Act requirements no later than six months after it last reviewed its plan.

District response on ensuring periodic updates to its plan

During the period of the ARP ESSER award (until September 2023), District 126 will periodically review and, as needed, revise its plan for the safe return to in-person instruction and continuity of

services. The plan will be reviewed at least every six months, and the school system will seek and take into account public input during the review process. Plan revisions will address updated CDC and IDPH guidance on safely reopening schools, if any are issued.

Public Input

Overview

The ARP Act requires that school districts make their Safe Return to In-Person Instruction and Continuity of Services Plan available to the public online and that the plans be in an understandable and uniform format; to the extent practicable, are written in a language that parents can understand or, if not practicable, orally translated; and upon request by a parent who is an individual with a disability, provided in an alternative format accessible to that parent. Before making its plan publicly available, school districts must seek public comment on the plan and develop the plan after taking into account public comment.

District response on public input in development of its plan

District 126 has taken the following steps to make its plan available to the public:

- * The plan is posted at www.dist126.org
- * The plan is available in multiple languages through the use of our web provider powered by Google Translate. The plan is available in more than 100 languages.
- * The plan was sent to parents, students, and employees via our messaging systems.
- * Upon request, a parent who is an individual with a disability as defined by the ADA may be provided with the plan in an alternative format accessible by contacting Robert Condon, Director of Special Education Services at 708-293-3597.