

Reimagine Education OPRF 2020-2021 Hybrid Learning Plan for Semester 2

Draft to be presented to the Board of Education on Nov. 19, 2020



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Introduction

Last July, as we prepared for the 2020-2021 school year, we made the extremely difficult decision to implement a remote learning plan for the entire first semester. This was the safest option for protecting students and staff while allowing as much preparation and as little schedule disruption as possible. As we look toward the second semester, we have drafted this hybrid plan as mandated by the Illinois State Board of Education (ISBE), which strongly recommends that schools provide in-person instruction as much as safely possible.

Essential to our planning has been joint guidance from ISBE and the Illinois Department of Public Health (IDPH), as well as health and safety guidance from the Centers for Disease Control (CDC), Gov. Pritzker's [Restore Illinois plan](#), and the Oak Park Department of Public Health (OPDPH). Approximately 120 individuals have spent dozens of hours contributing their expertise and feedback to this plan, including students, parents, teachers, staff members, administrators, Board members, representatives from Districts 90 and 97, and medical experts. Their contributions have been invaluable.

The capacity of the building hasn't changed since we assessed it during our initial planning over the summer: We can accommodate about 25%, or roughly 850, of our students on site at one time and still maintain social distancing requirements. However, our current understanding of COVID-19 is much greater than it was when we began planning for the 2020-2021 school year only a few weeks into the pandemic.

In the intervening months, researchers have learned an enormous amount about how COVID-19 is transmitted, how different populations are affected, what safety measures are critical, etc. ISBE and the Illinois Department of Public Health (IDPH) finally issued consistent guidance for schools in late summer, after weeks of ever-changing recommendations. We've also learned from the experiences of schools around the world that have returned to in-person classes.

Our primary focus has remained unchanged: To safeguard the health and safety of students, staff, and families while providing excellence and equity for all students. With this hybrid plan, our goal is to have students learning in school as often as possible while providing the safest possible environment for students and staff.

While we have a hybrid learning plan in place, being able to implement it will depend on the status of COVID-19 transmission in both our local community and Cook County. To be able to bring our students and staff back into the building, we will need the cooperation of the entire community. We need everyone to wear a mask when outside their household. Maintain social distancing of at least six feet. Wash your hands frequently with soap and water for at least 20 seconds. And *please* avoid unmasked indoor gatherings with anyone outside your household, which have been a common source of local outbreaks, especially among teenagers.

Only by working together will we be able to mitigate the risks of COVID-19 and bring our Huskie family back together in person once again.

Stages of Reopening

Decisions about reopening are based first and foremost on protecting the health and safety of our students and staff. The chart below illustrates COVID-19 metrics we will use from both the county and the local community to guide decision making about moving from one reopening stage to another. These threshold metrics are based on recommendations from the Illinois Department of Public Health (IDPH), input from medical experts on our advisory committee, and examples from other high school districts.

Note that these are *guidelines*, not hard and fast rules. In general, three of the five metrics shifting to place us in a different stage will prompt consideration of switching to that stage. This aligns with the Cook County Department of Public Health (CCDPH) guidance regarding *adaptive pauses*, which are closures of anything from a classroom to an entire building due to cases of COVID-19. CCDPH recommends that if region or county metrics conflict with more localized data, school administrators should “approach decision-making with a more conservative lens.”



Communications

As we bring additional students and staff on site for hybrid classes, providing clear, comprehensive communications is essential. Key communications goals include ensuring that staff, students, and families are aware of and understand the following:

- The threshold metrics for considering whether to move to a different stage of reopening.
- The safety protocols that must be followed, and the consequences of not following them.
- The protocols when an incidence of or close contact with COVID-19 occurs.

Methods of communication will include targeted emails and robo-calls, the superintendent's Monday Memo, updates to [the COVID-19 section of our website](#), the Friday HuskiEmail newsletter, our social media, digital signage, visual reminders of safety protocols throughout the building, reports to the Board, etc.

Equity

Consideration of equity is integrated into the OPRF High School culture as an educational institution. In order to guarantee that the racial equity work of the district is adaptive and sustaining, keeping equity issues at the forefront is critical throughout the process of developing and implementing a hybrid plan. The following procedures have been developed and will be used to provide the most equitable support for students, faculty, and staff.

Racial Equity Policy 7:12 and its procedures have been used in the process of the monitoring re-entry to OPRF since the onset of navigating the COVID-19 pandemic. An adapted version of the Racial Equity Analysis Tool has been developed to keep racial equity in focus as plans for educating and serving the school community are being developed.

Among the considerations for racial equity in return-to-school planning, the area of focus has been on how we use data and various institutional systems to project racially equitable outcomes and mitigate existing racial disparities. The following questions are answered by each of the subcommittee chairs with the purpose of keeping race salient amid our planning:

1. Name what data/systems your subcommittee has continuously reviewed and/or applied to help develop the proposed hybrid plan for the second semester? Based on that review, what is the impact on racial equity for students and stakeholders? Remember, impact is both positive and negative.
2. Based on the remote learning plan for the first semester, name the racially equitable outcomes that are being met. Which outcomes were not met? What is being adjusted, if anything, in the hybrid plan to meet racially equitable outcomes?
3. How does your subcommittee's plan address existing racial disparities that have resulted from the first semester plan for OPRF? Be specific to your subcommittee.

An additional resource for ensuring an equitable return to OPRF includes partnership with Education Technology Services, and Research (EAB). This research-based organization offers a comprehensive district equity self-assessment and implementation that guides addressing the inequitable impact of district policies and practices on Black, indigenous, and people of color (BIPOC) students. The EAB provides relevant, racially disaggregated data that is specific to the impact that COVID-19 has on BIPOC students, families, and employees. The use of best practices from a research-based organization will be beneficial as we strive to ensure an equitable return to OPRF amid the pandemic.

Teaching and Learning for Semester 2

After considering a variety of options for a hybrid plan, including models from other districts, we have settled on one aligned to the semester 1 remote learning schedule of classes. The daily schedule on the next page maintains the A Day/B Day schedule we have used for remote learning, with adjustments to the times that each one-hour period begins and ends. This schedule should help minimize confusion and disruption when we are able to transition to a hybrid plan. *We will remain on the schedule we have been using for remote learning until we are able to implement the hybrid plan.*

Families will have an opportunity to choose whether to opt their students in to on-site classes or opt them out and remain fully remote. Students who are opted in for on-site classes will be assigned to one of four groups that will rotate through an on-site schedule (details on the following pages). During the mornings, a group of opted-in students will go to classes on site, while all other students attend remotely. Teachers may have remote students participate either synchronously with on-site students via videoconference (Zoom or Google Meet) or asynchronously on assigned work.

Families should understand that in a hybrid model, teachers are not expected to do two different preps with different lessons for the on-site and off-site students. This is *not* in-person learning as it was before the pandemic. The majority of students during each class period still will be learning remotely, with rotating groups of a few masked, socially distant students actually on site in the classroom.

Please see the next two pages for the daily and weekly schedules.

Daily Hybrid Learning Schedule

The schedule below will go into effect **ONLY** in the event we switch to a hybrid schedule. Until that time, we will remain on the same daily schedule that we have followed for the first semester. (See appendix A for that schedule.)

Time Periods	A Day	B Day
8:00 - 9:00	Period 1	Period 6
9:05 - 10:05	Period 2	Period 7
10:10 - 10:25	Advisory	Advisory
10:30 - 11:30	Period 3	Period 8
11:35 - 12:35	Period 4	Period 5
12:35 - 1:20	TRAVEL/LUNCH	TRAVEL/LUNCH
1:20 - 2:20	<p>Teacher office hours</p> <p>Scheduled and assigned student support/social-emotional learning interventions:</p> <ul style="list-style-type: none"> ● Counseling activities ● Social work groups 	<p>Teacher office hours</p> <p>Scheduled and assigned student support/social-emotional learning interventions:</p> <ul style="list-style-type: none"> ● Counseling activities ● Social work groups
2:20 - 3:11	<p>Student academic support (supervisory) for:</p> <ul style="list-style-type: none"> ● 2 or more Fs ● Disengagement ● AP study table ● Study table 	<p>Student academic support (supervisory) for:</p> <ul style="list-style-type: none"> ● 2 or more Fs ● Disengagement ● AP study table ● Study table

On-Site Rotation

In order to abide by physical distancing requirements in classrooms and throughout all other areas of the building, a limit of roughly 25% of the total student population, or approximately 850 students, may be in the building at any one time. The preliminary plan is to divide all students into four groups (O-P-R-F) that will rotate through the on-site schedule below. Final determination of in-person groups will be based on the number of students whose families opt them in for in-person instruction.

Sample One-Month Schedule

Each group of students will have two days on site, followed by six days of remote learning. Appendix A includes the complete A Day/B Day schedule for second semester. If we implement a hybrid plan we will add information on which group of students should be in the building each day so that students, teachers, and families can easily keep track.

Week 1				
A Day O group on site	B Day O group on site	A Day P group on site	B Day P group on site	A Day R group on site
Week 2				
B Day R group on site	A Day F group on site	B Day F group on site	A Day O group on site	B Day O group on site
Week 3				
A Day P group on site	B Day P group on site	A Day R group on site	B Day R group on site	A Day F group on site
Week 4				
B Day F group on site	A Day O group on site	B Day O group on site	A Day P group on site	B Day P group on site

Synchronous and Asynchronous Learning

As we said above, students will continue to participate in both synchronous and asynchronous learning. A reminder on what these terms mean:

- *Synchronous learning* happens in real time. This means that the whole class or small groups interact with the teacher in a specific virtual place (Google Meet or Zoom) using a specific learning management system (Google Classroom) at a specific time. Synchronous learning does require internet service. OPRF offers free wifi hotspots to any student who needs one and will accommodate paper materials if needed.
- *Asynchronous learning* refers to the type of learning that happens on the student’s schedule. While the teacher provides materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, the student has the ability to access and satisfy these requirements within a flexible time

frame. Asynchronous learning too requires internet service, as assignments are posted and submitted electronically. Again, OPRF offers free wifi hotspots to any student who needs one and will accommodate paper materials if needed.

Students benefit from both synchronous and asynchronous learning experiences that are purposeful and focused on specific learning experiences. Students and parents can expect a combination of both learning approaches for each class.

ISBE requires five clock hours per day of a combination of direct instruction and other school work, and students should expect at least that amount each day. ISBE also strongly recommends at least 2.5 hours per day of synchronous learning. While exact amounts of synchronous learning will vary based on curricular and instructional needs, on average students should expect to have on average at least 2.5 hours of synchronous learning each day.

Our requirement is that for each course, at least 50% and up to 100% of class time every week must be spent in synchronous learning, on platforms such as Google Meet or Zoom. The portion of time when the whole class is not meeting all together is *not* just free time. During this time, students can also expect to be engaged in collaborative group work, one-on-one conversations with the teacher, small-group meetings with the teacher, etc.

Attendance

Student attendance will be taken each day by the classroom teacher for both the in-person and remote students. Students are expected to have cameras on. If a teacher cannot verify the presence of a student through visual or auditory means, the student will be marked absent. The suspension of the 12-day absence limit will continue through semester 2.

Grading

OPRF will provide our students with grading practices that promote engagement while also embodying equity, compassion, and flexibility. Students will have multiple opportunities to demonstrate mastery, and letter grades will be given.

Academic Honesty

Academic honesty is essential. Students must do their own work, not cheat, and not present others' work as their own.

Advisory

Current research suggests that the pandemic has caused a significant increase in trauma for the majority of our student body, as well as the faculty and staff who will need to lead and facilitate learning. As a result, we need a schoolwide, universal interaction that allows for a “check and connect” with all students through responsive, trauma-informed practices. The daily 15-minute Advisory period will provide this opportunity. Teachers will continue to share mindfulness skills to help students with self-regulation techniques. They also will have the opportunity to connect with students through activities and experiences being faced by all. *Attendance during Advisory is mandatory.*

Clubs and Athletics

Research, as well as OPRF data, has found that students who participate in clubs and/or athletics perform better academically. We will continue to offer extra curricular opportunities after 3:30 p.m. See Appendix X for additional information on Athletics.

Academic Support

Supports and services will continue to be available to students to ensure that their academic needs are met. Services may include:

- **On-site tutoring.** This will be an assigned service provided in-person at school, for support in specific classes and/or executive-functioning skills. Assignment based on student data.
- **Remote tutoring.** A service available to all students.
- **Resource center.** An in-school service for recommended students, based on student data and teacher/counselor/social worker referrals.
- **Tutoring in executive functioning (EF) skills.** These are the skills students need for planning, staying organized, managing tasks and deadlines, staying focused, etc. In addition to offering remote tutoring specifically in these skills, teachers will incorporate EF strategies in their instruction.

Social-Emotional Supports: Embedded Everyday

Feedback from students during the semester one remote-learning experience spoke to their need for more personal connections with their peers, teachers, and staff while traversing their school day. The key to social-emotional success is providing a platform for small groups to gather to share and connect with one another. Participation in these activities is essential to student growth and development as well as strengthening the school community as a whole, especially in the hybrid world.

The activities on the following pages have been prepared for teachers and staff for use in Advisory, but also to integrate into daily classes throughout the semester as they deem fit. Every Friday, Advisory teachers will receive the proposed activities for the following week, including the research-proven mindfulness activities, to use during that designated time to match the theme of the day shown in the table below. To add to the fun and show our school spirit, each month the Advisories with the highest participation will be entered into a drawing to win a prize!

Any necessary school announcements and important information to support student social and emotional development may also be delivered during this time as well.

Day of the Week	Theme	Suggested Activities
Monday	Meme Monday Motivational Monday Monday Funday	<ul style="list-style-type: none"> ● Students vote on meme of the week ● Share an inspirational quote or video ● Stand-up comic clip ● Move-It Monday ● Umoja Check-In Questions
Tuesday	Talk about It Tuesday Tell Me about it Tuesday (Spill the) Tea Tuesdays	<ul style="list-style-type: none"> ● Quirky news event ● Would you rather? Questions ● Umoja Check-In Questions
Wednesday	Wellness Wednesday with Mindfulness	<ul style="list-style-type: none"> ● Mindfulness video ● State of Self check with prompts ● Umoja Check-In Questions
Thursday	Think about It Thursday (current event discussion) Turntable Thursday	<ul style="list-style-type: none"> ● Current events discussion ● Age-appropriate topics (e.g., college for juniors/seniors) ● Sharing two songs and students vote ● Umoja Check-In Questions
Friday	Freestyle Friday	<ul style="list-style-type: none"> ● Student is “scheduled” to present about themselves or something they know a lot about ● Additional get-to-know-you/ community-building activities ● Umoja Check-In Questions

More Relationship-Building Activities for Advisories & Classes

Teachers, staff, and students are now well-versed in how to make synchronous classes and meetings engaging and meaningful. Following are more activity suggestions gathered from teacher and student first-hand experiences during remote learning, to increase personal connections and build the school community.

Activity	Description
Get To Know You Activities	
Check-In Survey	You can use this survey as it is, add or eliminate questions, or check-in with students in another way, but try to gather information weekly or even daily about the experiences your students currently face.
Rose/Thorn/Bud	Have students share: <ul style="list-style-type: none"> • <i>A Rose</i>: A highlight, success, small win, or something positive that happened. • <i>A Thorn</i>: A challenge you experienced or something you could use more support with. • <i>A Bud</i>: Something new you want to try or something you are looking forward to.
“Would You Rather” Questions	Click here to access over 80 possible WYR questions.
Question of the Day (Thought Provoking Questions)	Click here to access over 50 possible thought provoking questions.
Bucket List	A “bucket list” is a list of experiences or achievements that a person hopes to accomplish in their lifetime (or before they “kick the bucket”). Have students share: What are the top five things on your bucket list?
Share “Boring Facts” About You	Have students share facts about themselves that we probably would have learned right away had we all been together in person.
Anybody Who	Have students turn off their cameras at the beginning of the activity. Someone asks a question in the format of “Anybody Who” or if you “Agree/ Disagree” and then students turn their camera back on if it applies to them. Students then discuss their choice and popcorn on someone else to share. Here is an example .

Virtual Snapshot	<p>Have students take a picture of something important to them, submit them to you, and then put all of the pictures together in a digital collage to share with the class.</p> <p>You can also create more specific Snapshots about pets or other topics about students' lives.</p>
Flipgrid Mixtapes	<p>Students can record a 10 second response to a prompt via Flipgrid and you can create a mixtape (a digital collage of all the videos) and share it with the class. Here are easy and quick directions.</p>
Childhood Google Map	<p>Create a google map and have students place a marker about a favorite childhood memory or memory from growing up. Then, students share with the class or with their groups. Here is an example.</p>
Personality Test	<p>Have students take a free Enneagram Personality Test and see what type of personality they have. Discuss which types of personality are represented the most or the least in the class.</p>
Play Together Activities	
Home Scavenger Hunt	<p>Give everyone a fun list of items to find in their home and then “show off” what they find when time is up.</p>
Who’s Leading	<p>One student is put in the waiting room, the guesser. In the meantime, one student in the class volunteers to be the leader and leads the class in different motions and movements when the guesser comes in. Everyone in the class follows the leader and the guesser has three chances to guess who the leader is!</p>
Virtual Pictionary	<p>Use skribbl.io to play a virtual pictionary game! <i>OR</i> Split your group into two teams. Post a word or phrase via private chat for each student’s turn. Use the Zoom spotlight feature for the student who is drawing the clue, and their team has one minute to guess the word or phrase.</p>

Virtual Charades	Split your group into two teams. Post a word or phrase via private chat for each student’s turn. Use the Zoom spotlight feature for the student who is acting out the charade, and their team has one minute to guess the word or phrase.
Virtual “Heads Up”	“Heads Up” is a hilarious trivia game that was originally started on the Ellen DeGeneres Show. Click here for more information on how to play “Heads Up” over Zoom.
Kahoot Guessing Game	Go to “ Create a new kahoot ” and select a pre-made template to fill in: <ul style="list-style-type: none"> ● Student selfie kahoot ● Get to know your teacher! <i>OR</i> Create a new kahoot featuring: <ul style="list-style-type: none"> ● Student baby pictures ● Current student selfies (to help students learn each other’s names) <i>OR</i> Use the “Discover” feature to search for a public kahoot about any topic! (Be sure to preview any public kahoots before using them with students.)
Themed Trivia	Use a random trivia generator to start asking questions in a specific theme. Have students type their answer in the Zoom chat at the same time (and the first three people win a point) or record their answers at home to share at the end of the questions (this method uses the honor system).
Name That Tune (Emoji Edition)	Similar to pictionary and charades, have a student pick a song and try to make the group guess what the title of that song is. The unique challenge is that the student trying to make the group guess can only use emojis or gifs as clues. No words allowed!

Laugh Together Activities	
Silly Class Pictures	Have students take a ridiculous selfie, submit them to you, and then put all of the selfies together in a digital collage to share with the class.
Corny Joke Day	Do you know the worst joke ever? Or, can you write one? (School appropriate, of course!) See what kind of corniness arises and have students vote for the “best” worst one!
Guinness Book of World Records Read Aloud	I mean, who doesn’t love the weird facts in the GBWR ? Have students vote on who finds the most amazing fact!
Twenty Questions with Alexa	<p>This is a hoot! Alexa gives you a category to select from and then will actually guess what you’re thinking! Either use your Alexa device or have a student use theirs.</p> <p>Simply say “Alexa, let’s play twenty questions.” The rest will blow your mind.</p>
Stand Up Comedy Videos	Check out school-appropriate comedians like Brian Regan, Ellen Degeneres, Jim Gaffigan, Anjelah Johnson, Jerry Seinfeld, Jeff Allen, Marty Simpson, Tim Hawkins, Michael Jr., Preacher Lawson, Jeff Foxworthy, Dave Coulier and many more...
Additional Resources	
Nurturing Resilience Through Relationships	Click here for another menu of SEL activities provided to teachers and staff during Semester 1 Remote Learning.
SEL 3 Signature Practices Playbook	<p>Click here for the CASEL PDF that includes:</p> <ul style="list-style-type: none"> ● Welcoming/Inclusion Activities ● Engaging Strategies, Brain Breaks, and Transitions ● Optimistic Closures

The OPRF COVID-19 Management Plan:

Health and Safety Protocols for All Staff and Students

All students and staff will be provided with COVID-19 awareness and prevention training, focusing on topics such as maintaining social distance, proper wear of face coverings, hand washing, etc. The training will be delivered through a variety of methods, including online tutorials, small group demonstrations, and public service announcements. All employees have already been assigned COVID-19 awareness and prevention training modules through the SafeSchools online training platform.

Managing COVID-19 Symptoms

Per guidelines from the Centers for Disease Control (CDC) and the Illinois Department of Public Health (IDPH), COVID symptoms are NEW onset of any of the following symptoms not attributed to allergies or a pre-existing condition: *fever of 100.4 or higher, new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from an unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or body aches.* **Medical evaluation and testing are REQUIRED for ALL persons with COVID-like symptoms.**

For the safety of all in our building, all staff and students must abide by the health and safety protocols detailed here.

1. Complete the Symptom Screening App Before Work/School.

Each day, every employee and student who will be on site *must* complete the COVID symptom screener using the District Health Self-Certification App before entering the building.

All students and staff will be prompted by the District Health Self-Certification App to stay home if:

- You have a temperature of 100.4 °F or higher.
- You are experiencing any of the following symptoms: cough, shortness of breath or difficulty breathing, chills, muscle pain, sore throat, fatigue, headache, congestion or runny nose, nausea or vomiting, diarrhea, or new loss of taste or smell.

All students and staff need to follow the guidelines below if you fail the the District Health Self-Certification :

- Any students who “fail” the self-health certification will not be allowed to come to school. The parent/guardian of those students will receive a follow-up phone call from one of the school nurses or an administrator if a school nurse is not available that day.
- Any students who “fail” the self health certification and do arrive at school will be sent home.
- Oak Park & River Forest High School will follow the [IDPH COVID-19 Interim Exclusion Guidance](#) when choosing to exclude a student from school.
- Any employee who fails the District Health Self-Certification is required to stay home and follow [IDPH COVID-19 Interim Exclusion Guidance](#) for management of symptoms. Please note that the

app will notify the employee’s supervisor and Human Resources, and the employee will be contacted regarding their status.

2. Undergo Temperature Check Before Entering the Building.

Employees and students will be assigned specific entrances to minimize crowding and maintain social distancing. Staff who arrive at the building during off hours, such as Food Service and Buildings and Grounds, must also follow the procedures outlined below. They will have to make alternative arrangements with their supervisor to self-certify their health. In addition, these rules apply to all vendors and contractors who are working in the building. The area overseeing the vendor and/or contractor is responsible for ensuring this is taking place. For example, the executive director of operations is responsible for all construction workers on site.

In order to be permitted to enter, each person must do the following:

1. **Undergo a temperature check.** Anyone with a temperature of 100.4 °F or higher will not be allowed to enter the building and will not be allowed to return to work/school until fully recovered. Please see the Return to Work/School guidance (page X) for details.
2. **Show proof of completion** of the District Health Self-Certification App at the entrance.
3. **Go directly to the assigned classroom/work area** and minimize movement within the building.

3. Follow Three Safety Rules in the Building.

Masks, gloves, and hand sanitizer will be available at each designated entrance. All persons in the building *must* abide by these public health measures, sometimes called the “3 Ws”:

1. **Wear a mask.** As required by IDPH, except when eating or during band, face coverings must be worn at all times, even when social distancing is maintained. The only exceptions are the following:
 - a. A person has a medical contraindication, is under 2 years of age, has trouble breathing, or is unconscious, incapacitated, or unable to remove the face covering without assistance.
 - b. A teacher or staff member is alone in their classroom/office, in which case they may remove their mask. However, the mask must be put back on when someone else enters the room.
2. **Watch your distance.** Whenever possible, stay at least six feet (about two arms’ length) from other people, and minimize your movement within the building.
3. **Wash your hands frequently.** Use soap and water for at least 20 seconds at a time, or use hand sanitizer when entering and leaving any space.

4. See the Nurse if Not Feeling Well

Any employee or student who begins experiencing any flu or COVID-19 symptoms while in the building shall report to the nurse’s office immediately for medical consultation.

Per IDPH/CDC guidelines, COVID symptoms are NEW onset of any of the following symptoms not attributed to allergies or a pre-existing condition: *fever of 100.4 or higher, new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from an unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or*

body aches. **Medical evaluation and testing are REQUIRED for ALL persons with COVID-like symptoms.**

The school nurses will assess each person with COVID-like symptoms based on these seven criteria outlined by the IDPH:

1. Did the student/staff member have an exposure to a suspected or confirmed COVID-19 case in the last 14 days?
2. Is there a household member or other close contact with similar symptoms who has not yet been classified as a confirmed or probable case?
3. Is there a household member or other close contact with a high exposure-risk occupation or activities (e.g., health care worker, correctional worker, other congregate living setting worker or visitor)?
4. Did the student/staff member have potential exposure due to out-of-school activities (private parties, playing with friend groups, etc.) or have poor compliance with mask wearing and social distancing?
5. Does the person live in an area of moderate or high community transmission (as defined in the [Adaptive Pause Metrics guidance](#))?
6. Do they have a history of travel to an area of high transmission in the previous 14 days?
7. Is there an outbreak in the school, or has there been another known case of COVID-19 in the school building in the last 14 days, or are there other students or staff members in the classroom or cohort currently absent with COVID-19 symptoms?

Isolation Room

In accordance with best practices set forth by the CDC and IDPH, Room 235 (across from Health Services) has been designated as the isolation room for anyone who becomes ill with suspected COVID-19 illness during the school day and must wait to be picked up.

- Any individual suspected of having COVID-19 after the above assessment will be sent home.
- Any individual awaiting a ride home will be isolated in a room specified for those with suspected COVID-19 illness.
- Students will never be left alone in the isolation room. A school nurse and, if necessary, another adult will be in the room with the student.
- Students with COVID-19 symptoms will not be allowed to go home on their own. A parent/guardian will need to pick the student up at the Erie Street entrance, door #6.
- The school nurse and/or a school administrator will communicate with the parent/guardian that evaluation by a healthcare provider is highly recommended for anyone with COVID-like symptoms. Please refer to the [IDPH COVID-19 Interim Exclusion Guidance](#) document.

Cleaning

All surfaces are disinfected every evening. Please keep classrooms/work areas free of paper and clutter as much as possible to assist in the cleaning process. In addition, disinfectant wipes are available for use. If you need to use shared equipment, such as a printer, please wipe it after each use.

Managing a Positive COVID-19 Test

Any individual with a positive COVID-19 test will be required to isolate at home.

- Any student or staff member who has a positive COVID test is required to report that to the school immediately and/or prior to the next scheduled school/work day per IDPH and CDC guidelines for management of contagious diseases.
 - Parents/guardians of students should call the school nurse at 708-434-3234.
 - Staff are required to notify Human Resources. Any supervisor who receives notification from one of their employees contact HR to be sure they have been notified.
- In accordance with state and local laws, Oak Park and River Forest High School will notify the local health department, staff, and families who are considered a close contact of any positive case of COVID-19 without violating student and staff confidentiality rights. “Close contact” is defined as being within 6 feet of a positive individual, for 15 cumulative minutes or more, with or without a mask.
- If you have a positive COVID-19 test, you must stay home for at least 10 days from **ONSET OF SYMPTOMS or 10 days from the testing date if asymptomatic**, and may return to school after that period, provided you:
 - Are fever free for 24 hours *without* the use of fever-reducing medication **AND**
 - Symptoms have improved **AND**
 - Present a “**release from isolation**” letter from the local health department, which *must* be received to return to school/work.
- If you are a close contact of a confirmed COVID-19 case and have no symptoms, you still must stay home for 14 days after last exposure to the COVID-19 positive individual.
 - If you do develop symptoms, a COVID-19 test is recommended. If positive, then you must follow the guidance in the bullet above.
 - A “release from quarantine” notification via letter, email, or phone call from the local health department is required to return to school/work for asymptomatic close contacts.
- Any rooms/areas used by the individual who tested positive for COVID-19 will be closed off for as long as possible and will get a thorough cleaning and disinfection.

**These procedures are subject to change based on change in guidance from the IDPH/CDC.*

Returning to Work/School After Illness or COVID-19 Exposure

- ***If you test positive for COVID-19 or are suspected of having COVID-19 and have had symptoms:*** You may return to school after...
 - 10 days have passed since symptoms first appeared **AND**
 - You have gone 24 hours with no fever without taking fever-reducing medication **AND**
 - Respiratory symptoms have improved (e.g., no cough, no shortness of breath)
 - A “release from isolation” communication from the Local Health Department is required for all before returning to work or to school
- ***If you have had close contact with someone who has tested positive for COVID-19:*** You must stay home and quarantine for 14 days after the last/most recent contact with the COVID-19 case. “Close contact” is defined as being within 6 feet of an infected person for at least 15 cumulative minutes starting from two days before illness onset or, for asymptomatic patients, two days prior to

specimen collection until the time the patient is isolated. A “release from isolation” communication from the local health department is required for all before returning to work or to school.

Self-Quarantining After Traveling to High Risk-Areas

CDC recommends that travelers avoid all nonessential international travel. In addition, the Cook County Department of Health website and the Village of Oak Park recommend self-quarantining for anyone who travels to a state with a high incidence of COVID-19.

To see the specifics of travel guidance issued by the Village of Oak Park, [click here](#). To see the list of high-risk states on the Cook County Department of Health website, which is updated every Tuesday, [click here](#). Employees and students who travel to high-risk areas will need to indicate that as part of the District Health Self Certification and will be prompted by the app to self-quarantine.

Return to School/Work Following a COVID-related Absence

Oak Park and River Forest High School follows the IDPH COVID-19 Interim Exclusion Guidance for return to school/work:

COVID-19 INTERIM EXCLUSION GUIDANCE¹
Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs



Send home or deny entry (and provide remote instruction) if ANY of the following symptoms² are present: Fever (100.4°F or higher), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or body aches. Medical Evaluation and Testing are **Strongly Recommended for ALL Persons with COVID-Like Symptoms.**

Status	A. COVID-19 diagnostic test Positive (confirmed case) OR COVID-like symptoms without COVID-19 testing and exposed to confirmed case (probable case)	B. Symptomatic individual with a negative COVID-19 diagnostic test <i>Negative COVID-19 diagnostic tests are valid only for the date on which they are collected; specimens collected 48 hours prior to symptom onset, after symptom onset, or while symptoms are present are acceptable for determining school exclusion status.</i>	C. Symptomatic individual with an alternative diagnosis without negative COVID-19 diagnostic test	D. Symptomatic individual without diagnostic testing or clinical evaluation <i>Individuals may move to Columns A, B, or C based on results of diagnostic testing and/or clinical evaluation.</i>	E. Asymptomatic individual who is a close contact ⁶ to a confirmed or probable COVID-19 case
Evaluated by Healthcare Provider	YES / NO	YES / NO	YES	NO	NA
Return to School Guidance	Stay home at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home until symptoms have improved/resolved per return-to-school criteria for diagnosed condition ⁴ . Follow provider directions, recommended treatment & return to school guidance as per school policies and IDPH Communicable Diseases in Schools .	Stay home at least ten ³ calendar days from onset of symptoms AND for 24 hours with no fever (without fever-reducing medication) AND improvement of symptoms.	Stay home for 14 calendar days after last exposure to the COVID-19 case. If COVID-19 illness develops, use the ten-day isolation period ⁵ guidance for a COVID-19 case from the onset date. Testing is recommended.
Quarantine for Close Contacts?	YES	NO	NO	Household Member (e.g., Siblings, Parent) ⁶	NA
Documentation Required to Return to School	Release from Isolation letter (if received from their LHD) provided by the parent/guardian or staff person, notification via phone, secure email or fax from the LHD to the school, OR other process implemented by your LHD	If staff/student is a close contact to a confirmed case, the school is experiencing an outbreak, or the LHD is requiring validation due to community transmission levels, documentation of a negative RT-PCR COVID-19 test result is needed. In other situations, a negative RT-PCR, rapid molecular (rapid PCR) or negative antigen test is acceptable.	If testing is not performed due to the clinical judgment of the healthcare provider, a medical note is needed to return to school/day care documenting that there is no clinical suspicion for COVID-19 infection and indicate an alternative diagnosis with exclusion consistent with this diagnosis	After the ten-day exclusion, a note from parent/guardian documenting that the ill student and/or household contacts are afebrile without fever-reducing medication and symptoms have improved	Release from Quarantine letter (if received from their LHD) provided by the parent/guardian or staff member, LHD notification via phone, secure email or fax to the school OR other process implemented by your LHD

1 Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department. This chart should be used in conjunction with the [Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs](#) for Addressing COVID-19.
2 New onset of a symptom not attributed to allergies or a pre-existing condition.
3 Severely immunocompromised or severely ill; may need to isolate for 20 days as per guidance from the individual's infectious disease physician.
4 If the individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.
5 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.
6 Contacts to close contacts of a case do not need to be excluded unless the close contact becomes a confirmed or probable case.
Rev. 10/27/2020 Interim Guidance, Subject to updates

Testing Sites Locations in Illinois

Access the IDPH list of testing sites by [clicking here](#).

Other Testing Sites Near Oak Park

- **Rush Oak Park Hospital, 520 S. Maple Ave., Oak Park.** Appointment required, referral not required, testing for all patients. [Click here](#).
- **CVS, 345 Madison Street, Oak Park.** Appointment required, referral not required, tests limited to certain patients, drive through. [Click here](#) or call 708-386-2157.
- **Walmart Mobile Testing, 1300 Des Plaines Ave., Forest Park.** Appointment required, referral not required, testing for all patients, drive-through. [Click here](#).
- **Walgreens, multiple locations.** [Click here](#).

Operational Issues

School arrival protocols

All faculty, staff, and students are required to complete the District Health Self-Certification App each day before arriving at the school building (see section **Health and Safety Protocols for All Staff and Students** for additional detail).

Campus Safety & Support will be on site for those who, due to extenuating circumstances, are not able to complete the District Health Self-Certification App. Students and staff will be supported in the following way:

1. Ongoing training for campus safety staff on how to take temps and ask self-certification questions
2. Ability for campus safety to review student devices to see if they passed the self-check
3. Kiosks - at the other entrances

Extra Campus Safety staff outside each entrance will ensure that social distancing is maintained. Distance markers will be placed on the ground outside each door to help with social distancing while students are waiting to enter the building. We would assign no more than 150 students per entrance. (On any given day up to 850 students could be in attendance.)

At each entrance we will follow the protocols listed below:

- Check and Scan for student ID and Certification on the phone
- Students and staff will be required to show and wear their ids to gain entrance to the building and at all times while on campus.
- Students and staff will be required to be wearing a mask to enter the building
- We will develop a backup plan for students and staff who do not have a phone or have not completed the self-certification application

- If we employ periodic Covid-19 screening protocols (e.g. saliva test) all students and staff will be required to take the test prior to entering the building.

Testing prior to building entry

The district is pursuing a contract to implement weekly saliva testing for students and staff. This is a screening test that can help identify asymptomatic carriers of COVID-19. It is *not* a diagnostic test. In the event of a positive result, the person will be required to submit proof of a negative diagnostic test before being permitted to return to the building. Additional information on this testing process will be forthcoming.

Classroom capacity

The Operations team analyzed all classroom spaces to determine the capacity of the spaces with the required six feet of social distance between all persons in the room. [This document](#) provides the actual capacity developed by visiting each room and marking off the appropriate distances between desks in the space. [This document](#) contains classroom layouts to meet the social distancing requirements. Finally, [this document](#) contains pictures of the actual classroom space set up for social distancing.

Air ventilation and filtration

For the majority of classrooms in the building, we have upgraded the air filtration to a MERV-13 filtering system. MERV, which stands for minimum efficiency reporting values, rates air filters on a scale of 1-16 to indicate their ability to capture particles between 0.3 and 10 microns. The MERV-13 is efficient at capturing airborne viruses, including SARS-CoV-2, the virus that causes COVID-19. Of roughly 170 classrooms that will be used for hybrid learning, the air handlers for all but 35 are being upgraded to use MERV-13 filters. In the rooms where the air handlers can't accommodate MERV-13 filters due to their age, we will be purchasing HEPA air filtration systems for these classrooms and any other classrooms where we do not have the appropriate ventilation and filtration.

Passing periods

We will install one-way arrows in all hallways and stairwells. This will be done to minimize contact between students during passing periods. Campus Safety staff members will be deployed to monitor and encourage compliance with this new procedure. All staff including Campus Safety, B&G, Deans, Administrators, Food Service, Book Store, Counselors, HR, etc., would be asked to support students during passing periods to assure that our safety practices are being followed. If at all possible, we would ask that all teachers stand outside their classroom doors to help move students from class to class.

Restroom and hallway monitoring

Between passing periods, Campus Safety staff will monitor hallways and bathrooms, which will have a capacity limit of two students. Some bathrooms may have to be closed to ensure we have adequate coverage to monitor those that remain open.

Locations for students when they have gaps in their schedule

In order to accommodate students who have free periods in their schedule, we will be designating spaces for these students to be supervised. We will have limited capacity in these spaces, and masking and social distancing will be in effect.

School dismissal

Students will be required to use the same doors as they would during a building evacuation drill, i.e., the closest exit to their last class of the day. Students should keep their masks on and maintain social distancing. All staff will be asked to help during school dismissal. Campus Safety will do multiple sweeps of the building to ensure all students have exited the school.

Cleaning and sanitizing

Students will disinfect their area before exiting the classroom, and students entering a classroom will also clean their area before class begins. B&G will provide supplies.

As they have done throughout the first semester, B&G staff members will continue to clean and disinfect all common areas multiple times a day, including hallways, staircase railings, entrance doors and handles, elevators, classroom and office door handles, etc. Every evening, classrooms, desks, computers, phones, light switches, and all touch surfaces are cleaned and disinfected, hallways are cleaned with a ride-on machine, and carpets are vacuumed. B&G is using [Nemesis Disinfectant](#), which is on the EPA's Tier 1 list for fighting COVID-19 and is rated to kill the virus in one minute. In the classrooms B&G will supply [Hypochlorous \(HOCl\) disinfectant](#) which is among the world's most potent disinfectants. HOCl is "nature's germ killer" and made by the human body as a natural immune response to fight infections. Completely non-toxic to humans and other mammals, it's highly effective at eliminating germs, bacteria, fungi, viruses, and other pathogens, including SARS-CoV-2, the respiratory illness that causes COVID-19. This GREEN product is safe for students to use and has a 2 minutes kill claim on COVID-19.

Bathrooms will need to be cleaned and disinfected multiple times during the day, as well as in the evenings. Bathrooms will need to shut down for 30 minutes for this disinfecting. B&G will rotate the time of cleaning and disinfecting bathrooms so that one nearby remains open for use. All bathrooms have the occupancy restriction of two persons clearly posted on the door.

Detailed cleaning procedures can be found [here](#).

Safety drills

COVID-19 has changed the way we live and interact with each other. We must now consider all things through the COVID-19 lens, and school safety drills are no exception. It is still best practice to conduct safety drills in the same manner that they have always been carried out, with an additional layer of response to maintain the health and safety of students and staff.

- Keep in mind that when a threat poses an imminent or substantial threat to life, the threat response must take precedence over the health risk(s) of COVID-19. In these scenarios, physical distancing and masking take back seats to sheltering and/or evacuation to protect lives and prevent injury.

- Campus Safety understands the social-emotional trauma being experienced by students, teachers, support staff, and administration related to COVID-19. Many will be bringing in a great deal of anxiety to the school on day one. To help reduce further trauma or strain, Campus Safety strongly suggests holding off drills until the staff is more acclimated to being in the school.
- Before any drills, the school should have classroom discussions about why the various drills are important, rather than diving into full drill practices. After said discussions, we ask that all staff follow the below guidelines for drills and actual alarms.
- Follow all Emergency Response Procedures outlined in your classroom procedures and maps located in every classroom throughout the school.
- *Fire drill:* When possible please implement and maintain as close to 6 feet of physical distancing as possible while exiting the school.
- Masks or face coverings must be in place at all times during the drills, even outside.
- After exiting, the teachers should line up students in a single file, keeping social distance in place, and take attendance. With no more than 25% of students in the building, this will take less time than usual.
- When Campus Safety gives the all-clear to return to your classrooms, please continue to maintain social distance.
- Provide hand sanitizer after reentering the school/classrooms for best practices.
- *Shelter-in-place drills:* Please keep in mind social distance rules. A reduction in the number of students in each classroom will free up space in the hallways and help the teacher spread the students out as best as possible.
- *Hard lockdown drills:* While conducting our annual drill with a reduced number of students in each classroom, teachers should spread out the students in a way that tries to include social distancing.
- Debriefing is now more critical than ever. Teachers, support staff, and administration should have strategic discussions and debrief any anxiety and trauma the adults may be feeling as well as the students.
- Campus Safety remains a critical element of post-COVID-19 during drills, and we look forward to working with all staff during this new normal.

Food Service

Free Meal Distribution

The USDA has extended waivers so that all schools participating in the Child Nutrition Programs, which includes OPRF, can continue serving free, reimbursable meals to all children through the end of the current school year on June 30, 2021. **All Oak Park and River Forest children ages 18 and under--not just OPRF students--are eligible to participate in this program and may pick up a meal package from the high school.** Meal packages are distributed weekly on Tuesdays from 6:30 - 8:00 a.m. at Door 3 (Scoville Avenue side, south end of the building). Packages include seven shelf-stable breakfasts and lunches. Families may customize their meals by preordering.

Breakfast

During this hybrid plan, we will begin offering daily breakfast for on-site students, using the following

procedures. Breakfast will be served in the North Cafeteria. If we exceed a capacity of 50, it will become necessary to use the 1 West Gym as the overflow space.

- Students must pre-order their breakfast through the online system. [Click here](#) to order.
- All items will be prepackaged, including plastic ware and condiments.
- Portable water pouches are available upon request and don't need to be preordered.
- Students should go to the North Cafeteria, entering through the south door (the one next to the Bookstore), and proceed to the main serving line. Protective Plexiglas will be installed over all serving lines.
- In the serving line, students must maintain 6 feet of distancing and wear masks at all times. Campus Safety staff will monitor that these requirements are being followed.
- Students should sit only at seats with white placemats, which will be spaced 6 feet apart from one another.
- Students may remove their mask *only* while they are actively eating or drinking.
- Students should exit at the north doors.
- After breakfast Food Service staff will clean and disinfect all tables and benches.
- Vending machines will be available for use only during breakfast, with hand sanitizer stations placed nearby. Food Service staff will regularly clean the machines.

Lunch

Under a full hybrid schedule, we will evaluate the number of students in the building and how we can accommodate their lunch needs. We will continue to provide lunch for those students who have been on-site in the partial hybrid stage.

Staff Dining

In order to maintain safe social distancing practices, all meals, snacks, and beverages need to be pre-ordered by the deadlines listed below. Here are the staff dining procedures:

- Go to [HTTPS://Intranet.oprfhs.org](https://intranet.oprfhs.org) > Services > Food Service.
- Click on Faculty Menu to see your options.
- Email your order to catering@oprfhs.org.
 - Breakfast order deadline: 8:00 a.m. daily.
 - Lunch order deadline: 10:00 a.m. daily.
 - Please include your pick-up time and ID number.
- Payment for the food items will be deducted from your SNAP account.
- **Please note: NO CASH will be accepted.**
- Pick up your food items from the Staff Cafeteria serving area.
- Show your ID, grab your items, and GO.

Staff serving area procedures

- Staff should enter the serving line through the hallway door, not from the staff cafeteria.
- Protective Plexiglas will be installed over all serving lines.
- All items will be prepackaged, including plastic ware and condiments.
- In the serving line, staff must maintain 6 feet of distance (markings are on the floor) and wear masks.
- Food Service staff will be stationed to ensure social distancing.

- In the staff cafeteria and private dining room, staff should sit only at white placemats, which will be placed 6 feet apart.
- Maximum capacity of 50 in the staff cafe and five in the private dining room.
- Staff should exit through the cafeteria doors.
- After breakfast and lunch, all tables and chairs will be cleaned and disinfected by Food Service staff.
- Vending machines will be available for use, with hand sanitizer stations placed nearby. Food Service staff will regularly clean the machines.

Transportation

For students who receive transportation, buses will drop off at Door #5. One teaching assistant will be assigned one to four students, whom they will escort from the bus following the ground markings and signage posted outside. All other students will enter at Door #4, the Main Entrance, following ground markings and signage to maintain social distancing. All students and staff will be wearing masks, and there will be a hand sanitizer station as students and staff enter the building at both doors.

Whether buses are owned by OPRF or an outside vendor, bus drivers and monitors must undergo symptom and temperature checks before the start of each workday. Drivers and monitors who have a temperature of 100.4 degrees Fahrenheit or more or who show symptoms of COVID-19 may not work. Drivers and monitors who become ill during their route should contact their supervisor immediately and follow return to work/school IDPH guidelines.

Drivers, monitors, and students must wear approved, appropriate face coverings at all times and perform regular hand hygiene. Drivers, monitors, and students must practice social distancing, keeping six feet between them and others, whenever possible. Windows should be kept open to increase ventilation, whenever possible.

Students should be seated with one child per row on each side of the vehicle. (Students who live in the same household may sit next to one another.) No more than one individual may be on any one seat at a time. No more than three students, one per seat, may be transported on an OPRF activity bus at one time. Before boarding the vehicle, students must show evidence of self-certification that they are COVID-19 symptom free. If a student is unable to do so or is experiencing symptoms, the student will not be permitted to board the vehicle. Once symptom-free and self-certification is confirmed, students should board and occupy the back rows first to minimize contact as students move down the aisle. When exiting the vehicle, students in the front rows should exit first.

To maintain physical distancing, students should comply with visual guides provided on buses, such as floor decals, colored tape, or signage.

Buses will be sanitized before and after completion of each route,* using only products that meet EPA criteria and manufacturers' guidelines. These products include, but are not limited to, sanitizing wipes, hand sanitizer, and facial tissue. A supply of disposable masks will be on board for students who are not in possession of a mask.

**Route refers to a route transporting one group of students. For example, if a vehicle is used for multiple different groups of students throughout the day, that vehicle must be sanitized between each group.*

Additional procedure details can be found [here](#).

Technical Support

We'll be adding the following enhancements to our learning plan from the first semester:

- **Classroom technology:** Each classroom will have a uniform and clearly articulated set of technology available. Faculty will have clear communication on what will be in the classroom, what supports are available to use that technology, and how to request help or adjustments to the base technology.
- **D200 Health Self-Certification App:** This user-friendly method of daily wellness self-reporting will replace reporting via Skyward and will be available for students, faculty, and staff. It includes enhanced reporting capabilities and some level of contact tracing.
- **Remote phone functionality:** We'll be providing teachers and staff with a smartphone app that will allow them to communicate directly with families and students without using their personal phone number.

Helpdesk will be staffed Monday through Friday from 7:30 a.m. until 8:00 p.m.

After-hours support will continue, with technicians assigned to periodically monitor tickets and voicemails on weekends. Techs will predominantly be working on-site with some remote presence as required and assigned. EdTech management will be present physically during normal school hours with remote presence as required for safety and functionality. Family Access support is available from 7:30 a.m. to 4:00 p.m. Monday through Friday.

Helpdesk is available at 708-434-3737 (option 1 for Data Systems, option 2 for Tech services) and at Helpdesk@oprfs.org.

On-site support will consist of a Student Helpdesk and a general Helpdesk. Access will be regulated according to overall district decisions on providing safe services with an emphasis on remote and contactless support where possible.

Student Support

During hybrid learning, Helpdesk will direct support requests to the appropriate department to assist. Distribution of devices will be managed according to the latest available CDC information and will take into account appropriate safety precautions. The Student Technology Support website will be updated to reflect the Hybrid Learning model.

Teacher Support

All support needs will be addressed through Helpdesk. The Hybrid Learning page will include resources and list supported platforms. The COVID-19 Intranet page will list most recent information and provide links to assistance with an internal focus. Instructional Technology is embedded into Professional Development. The Technology Learning Center will provide structured available hours for faculty support. Instructional Technology staff will provide resources and support on various platforms through both formal Professional Development and ongoing resources that include:

- Best practices in technology to balance remote and physical equitable instruction
- Best practices using new classroom technology
- Synchronous learning: Zoom and Google Meet
- Learning Management System: Google Classroom
- Remote proctoring/monitoring: Google Classroom, Google Suite, and GoGuardian

Staff Support

Also addressed through Helpdesk, but a portion of the hybrid learning page and COVID-19 Intranet page will be dedicated to the general support of non-certified staff.

Parent Support

Enhanced resources will continue to be provided through a parent section of the Student Technology Support website. These will include technical support information as well as information that is useful to supporting a home remote learning environment, such as how to test home bandwidth, basic home Internet access troubleshooting, and tech-related social-emotional learning information.

Appendix A Schedules for Semester 2

Daily Remote Learning Schedule

This schedule will remain in force until we switch to hybrid instruction. In that event, we will communicate clearly what date the new hybrid schedule will take effect.

Daily Remote Learning Schedule*			
A Day		B Day	
0 Period <i>(By request only)</i>	7:30 - 8:30 a.m.	5th Period	9:00-10:00 a.m.
1st Period	9:00-10:00 a.m.	6th Period	10:30-11:30 a.m.
2nd Period	10:30-11:30 a.m.	7th Period	12:00-1:00 p.m.
3rd Period	12:00-1:00 p.m.	8th Period	1:30-2:30 p.m.
4th Period	1:30-2:30 p.m.		
Student Support	2:30 - 3:11 p.m. <i>(M - F)</i>	Student Support	2:30 - 3:11 p.m. <i>(M - F)</i>
Teacher Collaboration	2:30 - 3:11 p.m. <i>(W)</i>	Teacher Collaboration	2:30 - 3:11 p.m. <i>(W)</i>
Extra-curriculars	3:30 p.m. and after	Extra-curriculars	3:30 p.m. and after

**Student learning activities (homework, practice work, etc.) are designed to extend beyond the class periods that are made available for synchronous learning. The 30 minutes between class periods is designed to be flexible, allowing students and teachers to extend learning activities and take breaks as needed.*

During remote learning, we follow an alternating A Day/B Day schedule on a two-week rotation, with Advisory period on Wednesdays, regardless of whether it is an A Day or B Day.

	Two-Week Repeating Schedule for Remote Learning Only				
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A Day	B Day	8:35 - 8:45 a.m. Advisory	B Day	A Day
			A Day		
			2:30 - 3:11 p.m. Teacher Collaboration		
Week 2	B Day	A Day	8:35 - 8:45 a.m. Advisory	A Day	B Day
			B Day		
			2:30 - 3:11 p.m. Teacher Collaboration		

Daily Hybrid Learning Schedule

The schedule below will go into effect ONLY when we switch to a hybrid schedule. Until that time, we will remain on the same daily schedule that we have followed for the first semester.

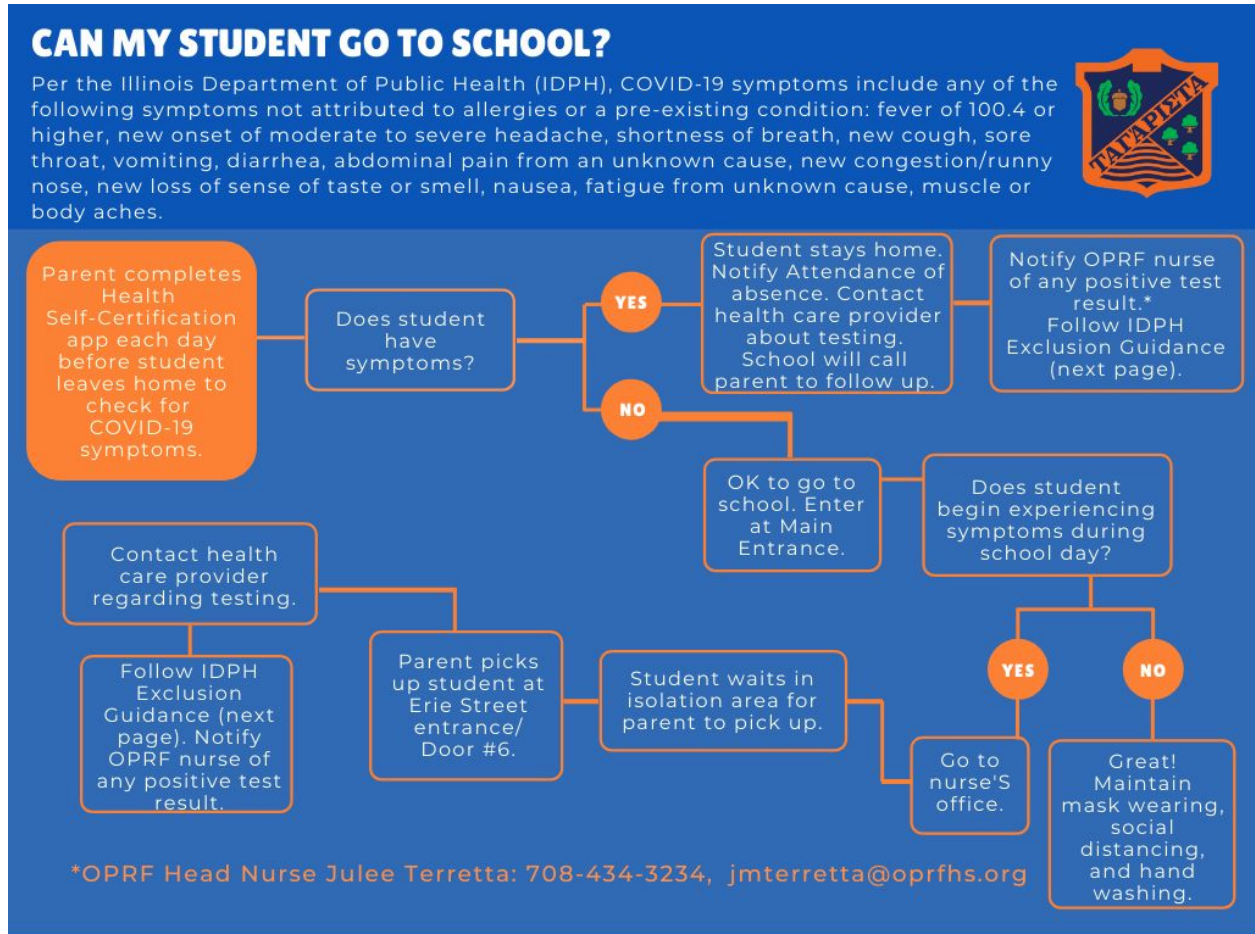
Time Periods	A Day	B Day
8:00 - 9:00	Period 1	Period 6
9:05 - 10:05	Period 2	Period 7
10:10 - 10:25	Advisory	Advisory
10:30 - 11:30	Period 3	Period 8
11:35 - 12:35	Period 4	Period 5
12:35 - 1:20	TRAVEL/LUNCH	TRAVEL/LUNCH
1:20 - 2:20	<p>Teacher office hours</p> <p>Scheduled and assigned student support/social-emotional learning interventions:</p> <ul style="list-style-type: none"> ● Counseling activities ● Social work groups 	<p>Teacher office hours</p> <p>Scheduled and assigned student support/social-emotional learning interventions:</p> <ul style="list-style-type: none"> ● Counseling activities ● Social work groups
2:20 - 3:11	<p>Student academic support (supervisory) for:</p> <ul style="list-style-type: none"> ● 2 or more Fs ● Disengagement ● AP study table ● Study table 	<p>Student academic support (supervisory) for:</p> <ul style="list-style-type: none"> ● 2 or more Fs ● Disengagement ● AP study table ● Study table

TO COME: color-coded Semester 2 A/B Day calendar once the plan is closer to final. Calendar will include which student group (O, P, R, or F) is on site each day.

Appendix B

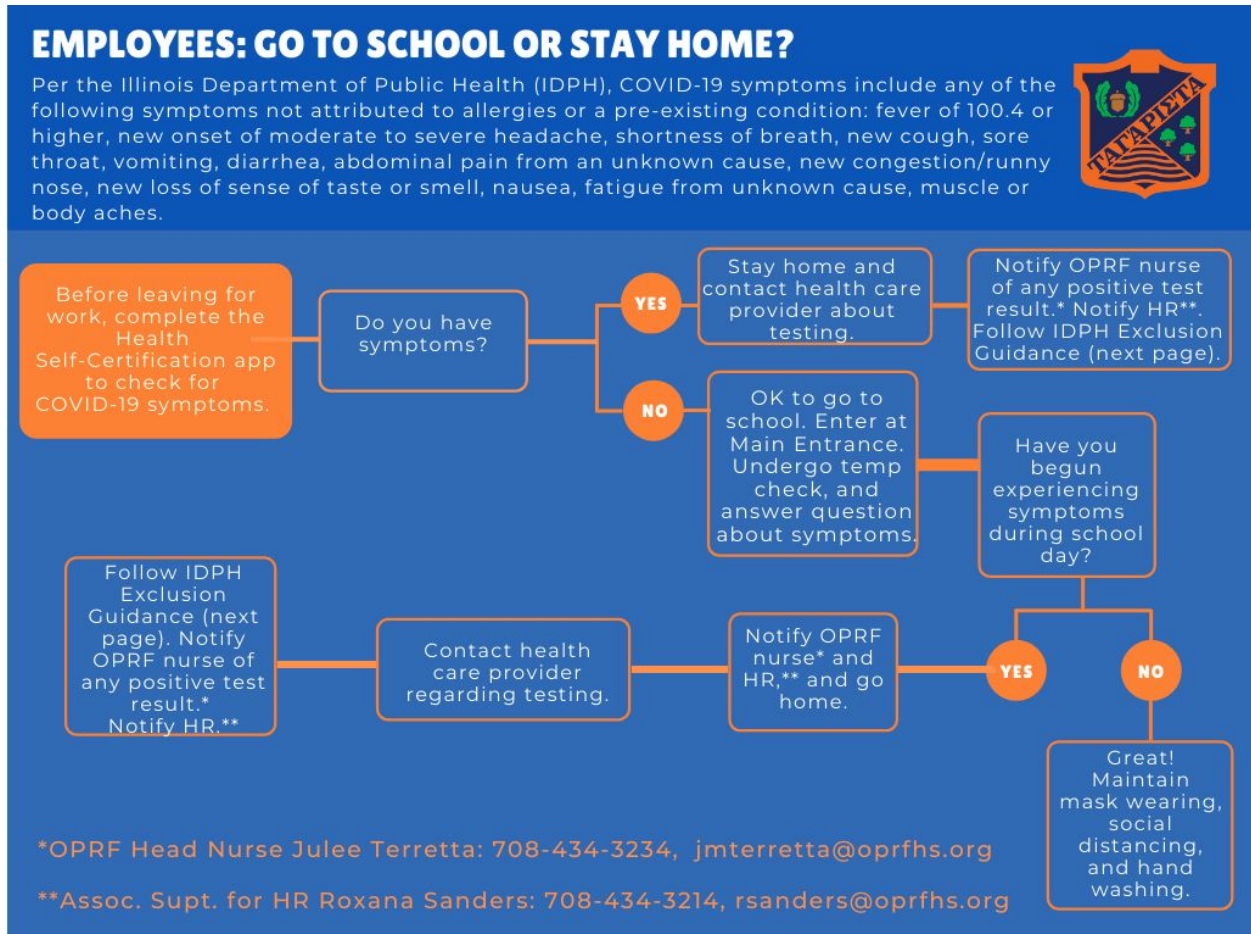
Flowchart for Families: Can My Student Go to School?

For more detailed information, please see The OPRF COVID-19 Management Plan on page X.



Appendix C Flowchart for Employees: Can I Go to Work?

For more detailed information, please see The OPRF COVID-19 Information Plan on page [X](#).



Appendix D

Oak Park and River Forest High School Special Education Department Transition Plan for Returning Diverse Learners to In-Person Learning

BACKGROUND AND PURPOSE

Oak Park and River Forest High School began the 2020-2021 school year with a fully remote model for the first semester. The Illinois State Board of Education (ISBE) Fall 2020 Learning Recommendations emphasized that when considering which students to bring on site for in-person instruction, high priority should be given to students with Individualized Education Programs (IEPs) and/or those who are most vulnerable. Staff and student safety is at the center of our efforts. The purpose of this transition plan is to outline and provide transparent communication to all stakeholders about the essential components that are part of this process.

The Department of Special Education executed a scaled Day in the Life of (DILO) Simulation process that included close examination of student data, process steps, operational questions, initial answers, and ‘what if’ scenarios and solutions. The DILO Simulation for In Person Learning was created by the Chiefs for Change: Council for State School Officers - CCSSO. This provided us with the opportunity to look at our process at a more granular level, while serving as a resource tool in the development of our transition plan.

STAKEHOLDER COMMUNICATION AND COLLABORATION

Ensuring that students see collaborative partnership between home and school is essential to supporting them in embracing changes in their education. Two-way communication among staff, students, and parents-caregivers is a critical part of this process. We will be hosting a virtual panel discussion with an identified group of staff, parent, and student representatives to review and obtain feedback on this draft transition plan before finalization. On an ongoing basis, our goal is to ensure there are multiple pathways to share and receive information, which may include status updates on our district website, letters, email, virtual meetings, phone calls, etc.

Before students can transition to in-person learning, parents-caregivers of eligible students will receive a letter that details the option for them to opt in to in-person instruction or to opt out and remain with remote learning. Whether the decision is to opt in or out, we need parents-caregivers to respond by the specified deadline. This information is important for the department and district to determine the exact number of classrooms, teaching and support staff, lunches, transportation (per students IEP), and PPE safety supplies that will need to be in place.

Once a student has returned to in-person instruction, ensuring their health and safety and that of the staff working with them is extremely important. Communicating student progress will be an essential part of routine parent-caregiver and student engagement once a student returns to campus. For questions or concerns regarding a student’s programming and services as they transition to in-person learning, the initial point of contact will continue to be each student’s assigned Special Education case manager.

INDIVIDUALIZED EDUCATION PROGRAM IMPLEMENTATION

With a return to in-person instruction, the IEP that is already in place will continue. If the district's return-to-school plan might result in a change to the services, goals, benchmarks, or modifications and accommodations to your child's IEP, the district may need to either propose an IEP amendment or convene an IEP meeting as soon as possible to discuss the plan, its impact on the IEP, and what, if any, changes will be needed to the IEP.

Any changes to the IEP should, to the maximum extent possible, continue to provide your child with access to their free and appropriate public education (FAPE). If your child has an Individualized Remote Learning Plan, it will remain in place for all classes that continue to be remote. All IEP meetings will continue to be held virtually.

If needed, parents and guardians can request an IEP or 504 meeting at any time. These meetings will continue virtually via Zoom. All procedural safeguards will remain in effect under state and federal law. Should the IEP team feel an adjustment needs to be made to a child's IEP due to remote learning, an Individualized Remote Learning Plan (IRLP) will be created and incorporated in the IEP (when appropriate) as an IEP amendment. Parents and guardians may request an IEP meeting to discuss any parts of the IRLP if they do not agree with the proposed changes.

During remote learning, students will access their specialized instruction through digital platforms such as Google Classroom, Zoom, or Google Meet. Teachers will provide both synchronous and asynchronous learning opportunities to meet each student's prescribed IEP minutes. Related service providers will be working with students regularly through digital platforms as well. Your child's case manager will continue to collect data and communicate progress toward annual IEP goals on a quarterly basis. Teachers and related service providers will assess progress toward goals by collecting data through rubrics, standards-based grading, IEP goals and objectives-based grading, portfolios, narrative feedback, observational data collected while students participate in groups, and/or written work and projects.

PATHWAYS FOR RETURNING TO IN-PERSON LEARNING

Oak Park and River Forest High School is creating pathways for our learners to return back on campus starting Spring Semester of 2020. The plan to return to in-person instruction contains five phases: 1-Remote (Spring 2020-Fall 2020), 2-Building to Hybrid (Fall 2020 for select students), 3 and 4-Hybrid (Spring 2021), and 5-Fully Reopen (to be determined).

Phase 1: Remote

In this phase, Spring 2020-Fall 2020, is the fully remote model. Students are learning from home while teachers teach from home.

Phase 2: Remote to Hybrid Transition

This phase marks the beginning of transitioning students to in-person instruction. In Phase Two, all teachers remain teaching from home unless they are working with a cohort that is on campus. The large majority of students (10%-90%) remain remote during this phase, while 10% to 25% of students will be transitioned back on campus. In deciding who will transition first, OPRF will consider both the needs of the learner and needs of the

course. For example, students considered for in-person learning in this phase may include those participating in learning labs, students needing additional resources, Seniors needing support to meet graduation requirements, and students identified as needing additional interventions. Courses prioritized in this phase may include Woodworking, Autos, Nursing classes, or Senior Capstone Classes.

Phase Two has included the incorporation of the Learning Lab model to support our Diverse Learners. This pathway allows a small group of students to access their remote classes while coming on campus and accessing support from Learning Lab Facilitators. Related services will continue to be provided through digital platforms during this time.

Phase 3: Hybrid

Phase Three ensures that every student has weekly contact with their teachers. Every student will be assigned to a particular OPRF Academy Working Group. (Students will still be allowed to opt out of in-person learning in this model.) Each academy group will contain 25% of the student body which minimizes the amount of people on campus each day.

While Academy Groups are on campus, these days are designated for Working Groups which includes opportunities for labs, collaboration with others, hands-on activities, and small group work. Wednesdays, identified as synchronous learning for all, will focus on instruction and will mirror remote learning from the Fall.

For the daily schedule, students will only be on campus in the mornings with a built in break for students to travel home for remote learning in the afternoons. The schedule will no longer follow the A/B Schedule that students followed in the fall, but will attend all eight of their classes for 40 minutes followed by a five minute passing period. Students will also attend Advisory three days a week for 20 minutes which will focus on mindfulness education. Social-emotional learning will be embedded into each class throughout the day, and Check and Connects will continue as well. When students are not on campus, they can expect to participate in live streaming of class activities as well as asynchronous learning activities.

SEVERITY LEVEL MATRIX OF SERVICES

The Department of Special Education will be using a matrix of services at each pathway for returning diverse learners to in-person learning. Each matrix will serve as a guide to determine the severity level of services required as part of each student's individualized education program (IEP) that will need to be in place for students to successfully return to and access in person learning. There are five domain areas and levels used to categorize and rate the level of intensity of services. This will serve as an evidence-based tool to equitably determine the allocation of services and supports for our diverse learners based on the individual impact of their disability.

Completion of a severity level matrix can be done by the students assigned Case Manager and/or members of their IEP team who work closely with the student and should reflect the specialized services provided to the student documented in their current IEP.

A matrix should be completed for each student as part of the review process for determining the nature and intensity level of services required to support the student’s safe return to in-person learning. A new matrix should also be completed at the time of an initial eligibility, reevaluations, and annual reviews that result in changes in the level of intensity of services and support as part of a student’s IEP.

Domain Areas and Levels of Support

The matrix of services consists of five domain areas across the continuum of services and supports in the educational environment. It is important to note that each student is scored in all five domains. For domains in which the student does not require a specialized program and/or related services, the student is scored at an intensity Level 1.

Domain A: Curriculum and Learning Environment

- Curriculum refers to the developmentally appropriate, grade level and/or specialized or alternative curriculum and instructional strategies required for students to access the learning environment. This also encompasses differentiated instructional strategies, modalities of instruction, and universal design for learning.
- Learning environment includes assessment or testing procedures and materials, and assistive technology, classroom schedules, settings or types of classes (i.e. co-taught, instructional, or off campus placement).

Levels of Support

- **Level 1:** No specific services, interventions or support beyond which is provided in the general education setting such as part of universal design for learning and culturally responsive instruction.
- **Level 2:** Requires minimal support to access the general education curriculum and learning environment.
- **Level 3:** Differentiated instruction and curriculum; extensive accommodations to access general education curriculum and learning environment.
- **Level 4:** Requires a specialized curriculum and/or extensive modifications to the general education curriculum; assistive technology supports; evidence of implementation modifications to the learning environment and/or materials for instruction specific to the needs of the student.
- **Level 5:** Requires an specialized or alternative with intensive modifications or changes to the type of and/or in the learning environment and curriculum.

Domain B: Social and Emotional Behavior

This domain refers to services provided to meet the identified social and emotional needs of students per their IEP. Some of these services can include but not limited to positive behavioral interventions and support, targeted behaviors and goals outlined in students behavioral intervention plan (BIP), and social skill development and counseling as a related service.

- Behavioral interventions include the use of behavioral modification strategies and supports such as teaching replacement behaviors.
- Social-Emotional Support & Skill Development social skills instruction and self-regulation strategies; individual or group counseling; skills that must be acquired through specific training.

- Counseling as a related service refers to counseling that the IEP team determines is necessary in order for the student to access the learning environment.

Services or interventions provided in the least restrictive environment (LRE) would be scored at a lower level of severity on the matrix. Changes in the learning environment or a setting to manage behavior and/or support by a student support team such as School Psychologists, Behavioral interventionists, and/or collaboration with mental health providers, may score at a higher level on the severity matrix.

Levels of Support

- **Level 1:** No specific services, interventions or supports beyond which is provided in the general education setting as part of a district wide behavioral continuum.
- **Level 2:** Requires multidisciplinary team consultation for positive behavioral support in the LRE; evidence of self-advocacy training and support.
- **Level 3:** Targeted small group social skill support; behavioral modification; counseling or social-emotional support.
- **Level 4:** Requires frequent social-emotional behavioral support as part of daily instruction; functional behavioral assessment and behavioral intervention plan implementation.
- **Level 5:** Requires daily supervision and intensive behavioral intervention and monitoring throughout the school day; individual counseling; functional behavioral assessment and behavioral intervention plan implementation; collaborative clinical mental health consultation.

Domain C: Independent Functioning

Domain C services are those that are necessary to support the independent functioning of diverse learners that can also relate to other domain areas. These services include executive functioning support, activities of daily living and self-care, physical therapy, occupational therapy, orientation and mobility training, and supervision of students to ensure physical safety.

- Executive functioning or organizational strategies refers to specific instruction or materials determined necessary for a student to be able to function independently and access general education or specialized educational programming. These strategies may include instruction in organizational skills such as time management and the use of organizational checklists or assignment notebooks.
- Assistance for activities of daily living and self-care includes reminders, cueing, direct instruction or personal assistance in toileting, eating and personal hygiene.
- Physical therapy refers to a specially prescribed program directed toward the development, improvement or restoration of neuromuscular or sensorimotor function, relief of pain, or control of postural deviations to attain functional performance in the educational setting.
- Occupational therapy refers to a specially designed program directed toward improvement of a significant dysfunction in daily living skills, academic learning skills, or adaptive social or emotional behavior because of physical, motor or neurological deficits.
- Orientation and mobility training refers to the teaching of concepts, skills and techniques necessary for a student who has a visual impairment to travel safely and efficiently through any environment.

The level of service is based on the frequency or need for assistance or supervision and the nature and intensity of the interventions, such as those provided as part of vision or hearing itinerant services.

Levels of Support

- **Level 1:** No specific services, interventions or supports beyond which is provided in the general education setting as part of a district wide behavioral continuum.
- **Level 2:** Requires periodic or minimal support, monitoring or intervention with independent functioning.
- **Level 3:** Requires evidence of support with assistive technology to facilitate independent functioning; consultation support with self-care
- **Level 4:** Daily functional support and accommodations (i.e. executive functioning, specialized fine motor and gross motor supports; daily self-care and hygiene support)
- **Level 5:** Daily specialized alternative instructional services; modifications to and change in learning environment; team review and monitoring of assistive technology implementation; multiple therapy services (occupational therapy, physical therapy and/or orientation and mobility training); daily living and self-care management

Domain D: Health

Health services in this domain area include services provided to students with specific health care needs. This refers to services related to monitoring and assessment of health conditions or needs related to a student’s disability.

Monitoring and assessment of health conditions refers to periodic observation and review by a nurse or regular monitoring of the status of a student’s health and health care needs by qualified, assigned school staff. Related health care services include the management or student-specific administration of medication, suctioning and tube feeding, toileting or the provision of other types of needed health care services.

Interagency collaboration includes work with professionals and agencies such as Children’s Medical Services, Medicaid, county health units and public–private entities to ensure a cohesive and unified approach to supporting special health care needs for individual students.

Health care levels of severity of services are based on the frequency, nature and intensity of the services provided and on the qualifications of school personnel required to provide health care services and/or consultation.

Levels of Support

- **Level 1:** No specific services, interventions or supports beyond which is provided in the general education setting.
- **Level 2:** Requires periodic or minimal support, monitoring or intervention with health care needs such as monthly consultation amongst teachers, students, parents-caregivers, school nurses, health aides or support staff.
- **Level 3:** Weekly consultation amongst teachers, students, parents-caregivers, school nurses, health aides or support staff; implementation and monitoring of individualized health care plans; medication management and administration.
- **Level 4:** Daily assistance with or monitoring and assessment of health status; implementation and monitoring of individualized health care plans; daily medication management and administration; requires daily assistance with or monitoring of equipment related to health care needs such as use of

nebulizer treatments, diabetes management; audiological and visual services requiring daily monitoring and support.

- **Level 5:** Requires 1:1 personal assistance or monitoring of multiple health care services and supports daily. Daily assistance with procedures such as catheterization, suctioning or tube feeding; continuous monitoring and decision making based on management related to health care needs of medically fragile students (e.g., students who are immunocompromised).

Domain E: Communication

Domain E includes services provided to support the communication needs of diverse learners. Services included in this domain are personal assistance, specialized instructional services or interventions, speech-language services and the use of alternative and augmentative communication devices.

At lower levels of severity, personal assistance for communication may include services provided by an interpreter, teacher, speech-language pathologist, note taker, speech-language assistant or paraprofessional. Instructional interventions can include consultation and collaboration with teachers and speech-language pathologists, as well as direct instruction. These interventions may be related to developing appropriate communication skills and competencies for pre-academic or academic learning, vocational training, social adjustment and functional or appropriate communication. Interventions or services may also include instructing the student in the use of alternative and augmentative communication systems, sign language and speech reading.

Speech-language services involve the treatment of disorders of language, speech sounds, fluency or voice that interfere with communication, pre-academic or academic learning, vocational training, or social adjustment.

Alternative and augmentative communication systems refers to the use of signing, electronic and non electronic tools, and individual and classroom amplification systems.

The levels of severity of services are based on the frequency, nature and intensity of the services provided and on the qualifications of personnel required to provide services and collaboration.

Services required at Levels 4 and 5 require the involvement of a speech-language pathologist, interpreter, or teacher of the deaf or hard of hearing. Having a teacher use sign language in a total communication setting should be rated at a lower level than having an interpreter in an inclusive setting whose sole responsibility is providing interpreting services.

Services under Domain E may be required by students other than those identified as having a speech impairment, language impairment, hearing impairment or dual sensory impairment. For example, some students identified as having an emotional or behavioral disability may require assistance in pragmatic or appropriate communication incorporated into their instructional program.

Levels of Support

- **Level 1:** No specific services, interventions or supports beyond which is provided in the general education setting.

- **Level 2:** Requires periodic or minimal support, monitoring or intervention such as those to support students with comprehension of spoken language, pairing verbal directions or prompting with written directions, and checking in with students for understanding.
- **Level 3:** Weekly specialized services or consultation with speech-language pathologist, teachers, and support staff; services or support, which may include alternative and augmentative communication systems.
- **Level 4:** Requires daily specialized intervention or service, which may include alternative and augmentative communication systems; daily assistance or instruction with communication equipment.
- **Level 5:** Instruction and communication in sign language for use as the primary mode of communication; extensive program accommodations or modifications of support language processing needs

Matrix Form Completion and Severity Level Rating Interpretation

Included in the appendices are examples of the severity level matrix forms across our special education continuum. Each form is designed with five levels in each of the five domain areas. Level one represents the lowest level of service, while level five represents the highest, most intensive level of service. Students must also be rated in every domain area and at each level. Critical factors that impact decision making on the appropriate level of service include the frequency and intensity of the service; as well as the personnel and specialized programmatic resources required to determine how and when each student will safely transition to in-person learning.

It is very important to understand that the description and examples included in the above domain areas and levels of support are not all inclusive as there are multiple factors that must be considered as part of every student’s individualized needs and services. In addition, it’s critical that every team member completes a severity matrix for each student and takes into account services and supports provided over time and not rate a student based on situational events.

SCHEDULES

As OPRF begins to transition to a hybrid model, student access to the building will be limited to those that opt for in-person learning, and are scheduled for in-person instruction that day.

Students should be prepared to see their classroom look different than prior to COVID-19. Before transitioning to in-person learning, we ask that parents-caregivers begin to have conversations with students about what they can expect to see. Some of these changes include but are not limited to the following:

- Different technology and differentiated methods for instruction and services
- Adults and students wearing face masks and/or other personal protective equipment
- Teachers and students sitting and standing farther apart, with no physical contact
- Teachers and/or students sitting behind a plexiglass safety shield
- Assigned daily seating to maintain safe social distancing
- Limited number of supplies students can bring into the classroom
- Social-distancing signs will be up throughout the building

For students who opt into a hybrid model for instruction, they will follow their schedule as outlined by the district approved plan. Advisory will take place as built into the schedule.

RELATED SERVICES

Occupational therapy, physical therapy, and mobility support are all services that require hands-on or close-contact interventions. Due to the CDC and IDHP health guidelines for safe in-person instruction, these services will continue to be provided remotely at this time.

Social-emotional learning strategies are integral to students’ learning and well-being. Many of our students have counseling or social work services and intense social-emotional needs documented in their IEPs. This pandemic can exacerbate some of those needs. Special Education teachers and related service providers will collaborate on delivering services to students remotely and/or in person.

Assistive technology as part of a student’s IEP will continue to be provided in both in-person and remote settings. Assistive technology includes high- and low-tech devices and tools that the IEP team has found students need to access. Assistive technology can also include assistive listening devices and related audiological technology.

TRANSITION PLAN DEVELOPMENT TEAM

- Shalema Francois-Blue, Executive Director of Special Education
- Dr. Kennedi Dixon, Director of Special Education
- Fawn Joyce, Program Chair
- Linsey Kirby, Program Chair
- Mary Young, Program Chair
- Lauren Achurra, Program Chair
- Julee Terretta, District Lead Nurse
- Marilyn Thivel, Office Manager

Appendix E

Winter 2020-2021 Athletics

This plan will be implemented during the Winter 2020-21 sport season in conjunction with the IHSA Return to Activities Plan 2.0, and in coordination with the Sport Guidance Plan from the Governor's Office. All policies, procedures, rules, and protocols of the above mentioned plans will be in place at all times. In addition, we will be in compliance with all IDPH, ISBE and CDC health guidelines.

The goal of both the IHSA and the OPRFHS Return to Activities Plans is to allow students and coaches the ability to reconnect and return to some competitive sport activities, while keeping the health and safety of our students and coaches as paramount.

The winter season sports will begin on Monday, November 16.

General Procedures

- Students will have to submit the OPRFHS Athletic Registration Form and have a current Physical Form on file with the school in order to participate in tryouts
- Specific tryout information and criteria will be available on-line and at the time of in-person registration at OPRFHS
- Athletic trainers will be on-site for all activities
- Coaches will supervise participants and maintain procedures and guidelines at all times
- Coaches and athletic trainers will wear masks/face coverings at all times
- Participants **MUST** wear a mask for check-in and will be screened for Covid symptoms prior to each tryout/practice session - Students will **NOT** be allowed to participate if they have a temperature at or above 100.4 degrees or exhibit any signs of Covid symptoms
- Coaches will maintain an attendance log for each session for contact tracing purposes
- Equipment and frequently touched surfaces will be cleaned and disinfected after each session
- **NO** spectators / parents are allowed into the facilities, training sessions or competitions
- **NO** locker rooms will be available during this stage of programming
- Restrooms will be available for participants with a limit of two (2) persons allowed at any time
- Each facility will have a check-in station with PPE supplies, including hand sanitizer

Requirements for Coaches

- Coaches must assign all participants to training groups/levels and notify them with a specific arrival time and location prior to the start date of tryouts
- Coaches are to ensure that there is no interaction of participants between training groups
- Coaches will supervise participants and maintain procedures and guidelines at all times
- Coaches are to screen all participants before each session for a temperature check and the IHSA Covid screening questions - Students will **NOT** be allowed to participate if they exhibit any signs of Covid symptoms or have a temperature of 100.4 degrees or higher

- Coaches are to keep accurate attendance records for each session
- Coaches are to ensure that all participants are adhering to the social distancing requirements - participants should be 6 ft. apart AND training groups must be 10 yards apart
- Coaches **MUST** wear masks at all times and clean and disinfect training equipment after each session

Requirements for Students/Parents

- Students must submit the OPRFHS Athletic Registration / Parent Permission Form and have a current Physical Form on file with the school in order to participate in tryouts
- All students **MUST** bring the following items to each session: mask / face covering, water bottle, proper shoes – students will not be allowed to participate without a mask – there are no public water stations/fountains available on campus
- Students **MUST** wear masks and social distance in line for check-in. For indoor activities students must wear masks at all times even during exercise / activity (exceptions: swimming – no mask while in pool, but masks must be worn on deck and gymnastics - no mask is required while performing on apparatus).
- We are highly encouraging students to limit the number of personal items they bring to tryouts and practices, as there are **NO** locker rooms available for storage. Personal items must be kept 6ft. apart from others
- Students must wash hands with soap & water or use hand sanitizer prior to participating
- Students **MUST** leave the school building and campus immediately after their activity is over. There will be no socializing allowed on campus after training sessions have ended.
- When students return home, they should immediately shower and wash all clothes and equipment
- Students will **NOT** be allowed to participate if they exhibit any signs of Covid symptoms during the daily screening process
- Parents must restrict their children from coming to campus and participating if they have any Covid symptoms, and must notify the coach of any Covid symptom or exposure
- Students **MUST** arrive at their assigned time, if they are late they will not be permitted to participate

Requirements for Athletic Trainers

- Trainers will provide training and assistance for coaches with Covid screening checks
- Trainers will provide emergency care and standard ATC injury care as needed following all CDC and IDPH guidelines
- Trainers will restrict participation of any students reporting Covid symptoms
- Trainers **MUST** wear masks at all times

Management of COVID-19 Symptoms

All students and staff are screened at the start of each training session for any symptoms of COVID-19.

Symptoms include: temperature above 100.4, cough, chills, muscle aches, sore throat, runny nose, loss of taste or smell, nausea, vomiting, diarrhea, shortness of breath, headache. Students or staff who are showing symptoms of COVID-19 will be sent home and must adhere to the following CDC guidelines before being allowed to return to sport activities.

- Home isolation and resolution/recovery of symptoms for at least 3 days (72 hours) without the use of fever-reducing medication, AND either a negative COVID test or documentation of an alternative diagnosis from a healthcare provider.
- Without a COVID test or alternate diagnosis, the affected person must have resolution/recovery of symptoms for 72 hours, AND home isolation for at least 10 days since the date symptoms were recorded.

The OPRF athletic training staff will be responsible for making all decisions regarding the return to sport for students placed on home isolation. Students will NOT be admitted into sport related events, practices, or meetings if they do not meet the standards from the IDPH stated above. Students who are not able to provide documentation of a negative COVID-19 test or a letter from their healthcare provider, will be required to wait until at least 10 days of home isolation have passed.

Management of Positive COVID-19 Test

Any individual who has tested positive for COVID-19 will be placed on home isolation. They should attempt to isolate in one room and one bathroom if possible. They should also wear a mask when around others during the home isolation period. Before a student who has tested positive for COVID-19 can discontinue home isolation and return to sport activities, they must meet one of the following criteria from the IDPH.

- No fever is present without the use of fever-reducing medications for 3 days (72 hours), resolution/recovery of symptoms for 3 days (72 hours), AND two consecutive negative COVID-19 tests collected at least 24 hours apart.
- No fever is present without the use of fever-reducing medications for 3 days (72 hours), resolution/recovery of symptoms for 3 days (72 hours), AND at least 10 days from the onset of symptoms, or initial positive test in asymptomatic cases. We will also require a letter releasing the student-athlete from quarantine from the health department of their physician.

The OPRF athletic training staff will be responsible for making all final decisions regarding the return to sport for students who have tested positive for COVID-19. All students will need to provide documentation of two negative COVID -19 tests that are at least 24 hours apart OR a letter releasing them from quarantine. Additionally, no student will be admitted to sport activities if their symptoms and fever have not been resolved for at least 3 consecutive days regardless of testing.

Once an athlete has been medically cleared to return to sport following a positive COVID-19 test, they will be allowed to start low intensity training. A gradual return to sport will be supervised by the OPRF athletic training staff.

COVID-19 Exposure

In accordance with state and local laws, school administrators will notify local health officials, staff and families immediately of any case of COVID-19 without violating student and staff confidentiality rights. Should a student or staff member become sick, the areas used by that person will be closed and not used again until proper cleaning and disinfecting has taken place.

Any individual who has had close contact with a person who has tested positive for COVID-19 will be placed on home isolation for 14 days after their last date of contact. Close contact is defined as anyone who has been within 6 feet of an infected individual for longer than 15 minutes at a time starting 2 days before the onset of illness or positive test for asymptomatic cases. Additionally, any student-athletes that are part of a training group or team where a positive exposure was present will be required to home isolate for 14 days as a precautionary measure.

Student-athletes who live in the same household with an individual who has tested positive for COVID-19 will be asked to follow the home isolation protocol, while also being isolated from the infected person.

Home isolation can discontinue if no symptoms have occurred in 14 days since their last contact. If symptoms or a positive test result occurs, that individual should follow the COVID-19 management plan stated in this document. Students or staff that have been close contacts, should contact an athletic trainer or administrator at OPRF before returning from home isolation.

OPRF Athletic Training Staff
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Appendix F Product Used for Disinfection



TECHNICAL BULLETIN

September 15, 2020
Re: Coronavirus (COVID-19) Update



New: Approved by the EPA:

Custom Solutions™ Nemesis Kills SARS-CoV-2 (COVID 19 virus) on hard non-porous surfaces in just one minute!



NEMESIS
CLEANER – DEODORIZER - DISINFECTANT

EPA REG. NO. 1839-83-64900 EPA EST. NO. 72026-IL-001



Description:

A non-acid cleaner and disinfectant for use in a wide range of facilities: schools, hospitals, nursing homes; anywhere where infection prevention is of prime importance

DISINFECTION, DEODORIZING AND CLEANING:

Clean first to remove gross filth or soil prior to application of the product. Hold container six to eight inches from surface to be treated. Spray area until it is covered with the solution.

Allow product to penetrate and the surface to remain wet for 1 minute to kill SARS-CoV-2 (COVID-19 virus) on hard non-porous surfaces in just one minute!

(for Bloodborne Pathogens: allow surface to remain wet for HIV-1 1 minute and for HBV and HCV 5 minutes). No scrubbing is necessary. Wipe off with a clean cloth, mop or sponge. The product will not leave grit or soap scum.

Read label and SDS completely before using this product. KEEP FROM FREEZING.

Charlotte Products Ltd. will continue to monitor the situation and provide any updates.



Appendix G

Acknowledgements

Thank you to the following for their thoughtful, deliberate, student-centered work in creating the original remote learning plan for semester 1, as well as their continued work on the hybrid plan for semester 2:

Teaching and Learning Committee:

Greg Johnson (chair),* LeVar Ammons,* Kennedy Dixon,* Laurie Fiorenza,* Shalema Francois-Blue,* Julie Frey,* Sheila Hardin,* Lynda Parker,* Chris Thieme,* Gwen Walker-Qualls*

- **Equity Subcommittee:** LeVar Ammons (co-chair),* Sheila Hardin (co-chair),* Devon Alexander, Dan Cohen, Khalida Himes, Patrick Pearson, Lee Williams
- **Instruction Subcommittee:** Laurie Fiorenza (chair),* Octavius Bellamy, Liliana Boyce, Claire Downs, Julie Frey,* Jolene Heineman, Alexis Iliadhi, Matt Kirkpatrick, Dan Kleinfeldt, Betina Johnson, Raquel McGee, Meredith McGuire, Kristen McKee, Richard Mertz, Mark Pappalardo, Patrick Pearson, Derrick Purvis, James Sieck, John Stelzer, John Terretta, Julie Ward
- **Special Education Subcommittee:** Kennedy Dixon (co-chair),* Shalema Francois-Blue (co-chair),* Gwen Walker-Qualls (co-chair),* Lauren Achurra, Kristen Charkow, Ashley Colletti, Linsey Kirby, Fawn Joyce, Tracy Lewis, Lamar Linnear, Julie Lullo, Karen Kerrins, Ramon Ovalle, Laura Rodriguez, Vincent SanFilippo, Marilyn Thivel, Brittney Youngblood-Boone
- **Technology Subcommittee:** Chris Thieme (chair),* John Angelini, KeJuan Carter, Christian Fountain, Amit Martin, Lisa Vincent, Jon Wells

- **Transitions Subcommittee:** Lynda Parker (chair),* Toni Biasiello, Janel Bishop, Nabiha Calcuttawala, Ginger Colamussi, JP Coughlin, Kelly Diaz, Christian Fountain, Jim Geovanes, Alexis Iliadhi, Sana Jaber, Kris Johnson, Glynis Kinnan, Gabriela Martinez

Operations Committee: Ron Anderson (co-chair),* Mike Carioscio (co-chair),* Cyndi Sidor (co-chair),* Alyssa Alfano, Jeff Bergmann, Josh Czerniak, Carolyn Gust, Mike Piekarski,* Fred Preuss, Julee Terretta, David Walksler, Josh Warriner

- **Campus Safety Subcommittee:** David Walksler*
- **Construction Subcommittee:** Jeff Bergmann, Josh Warriner
- **Facilities Subcommittee:** Fred Preuss
- **Financial Implications Subcommittee:** Cyndi Sidor, Alyssa Alfano
- **Food Service Subcommittee:** Mike Piekarski*
- **Transportation Subcommittee:** Carolyn Gust

Employee Safety Committee: Sheila Hardin (co-chair),* Roxana Sanders (co-chair),* Toni Biasiello, Donnell Davis, Lisa Evans, Nancy McGinnis, Olivia Meraz, Anissa Molette, Julee Terretta, Katie Weir

Communications Committee: Karin Sullivan (chair),* Jackie McGoey

**Member of Reimagine Education OPRF Steering Committee*

Thank you to the following members of the Reimagine Education OPRF 2020-2021 Advisory Committee for their tireless efforts in helping us create a hybrid learning plan.

Oak Park and River Forest High School Representatives	
Dr. Joylynn Pruitt-Adams	Superintendent
Gregory Johnson	Associate Superintendent, Current Parent
Karin Sullivan	Exec. Dir. Communication and Community Relations, Former Parent
Dr. LeVar Ammons	Exec. Dir. Equity and Student Success
Ron Anderson	Exec. Dir. Operations
Dr. Roxana Sanders	Assistant Superintendent
Shalema Francois-Blue	Exec. Dir. Special Education
Christopher Thieme	Exec. Dir. Educational Technology
Cyndi Sidor	Chief School Business Official
Micheline Piekarski	Director of Food Service
Dave Walksler	Director of Safety and Security, Former Parent
Cherylynn Jones McLeod	Assistant Director of Safety and Security, Current Parent
Sara Dixon-Spivy	Board President, Attorney, Current Parent
Helen Gallagher	Division Head, English
Andrea Neuman	Dean
John Stelzer	Athletic Director
Claudia Sahagun	Division Head, World Languages
Julee Terretta	Lead Nurse
Sheila Hardin	Faculty Senate Chair, Former Parent
Michael Soffer	Faculty Senate
Lauren Conway	Faculty Senate
JP Coughlin	Faculty Senate
Vince SanFilippo	Classified Personnel Association
Shoneice Reynolds	Classified Personnel Association
Nancy McGinnis	Classified Personnel Association, Former Parent
Anissa Molette	Safety and Security, Current Parent
Donnie Davis	Building and Grounds
Safiya Baker	Student
Maeve McAndrews	Student Council Board Representative
Maya Robinson	Student
Amelia Yu	Student

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Community Representatives	
Dr. Alison Hawley	D90 Director of Curriculum and Instruction
Calvin Davis	D90 Board, Construction Consultant
Dave Yamashita*	Infectious Diseases, Virology, Vaccines, Current Parent
David Hines, MD	Infectious Diseases, Former Parent
David Manno, MD	ER Physician, Current Parent
Eboney Lofton	D97 Chief Academic and Accountability Officer
Erin Taback, MD	Pediatrician, Current Parent
Dr. Felicia Starks Turner	D97 Associate Superintendent of Education, Current Parent
Jennifer Andersson, RN, BSN, MBA	VP Northwestern Medicine Regional Medical Group, Current Parent
Linda Francis	E-Team and Strategic Planner, Former Parent
Mike Carioscio	Consultant, Former Parent
Mike Charley	Director Oak Park Dept. of Public Health
Misty Olson	Project Manager, Current Parent
Rebecca Barbato, MD	Pediatrician, Current Parent
Steve Ausmann	Deputy Fire Chief of Infectious Disease
Stephen Weber, MD	Physician, Current Parent
<i>* Community liaison to steering committee</i>	