



District 97 Framework for Reopening Schools

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Introduction

The COVID-19 pandemic is a public health crisis not seen for many generations. School districts across the United States are working through ways to safely reopen schools, despite continued community transmission of SARS-CoV-2, the virus that causes COVID-19. No solution is without risk. Together, we can keep risk relatively low as long as our school community fosters a culture of healthy compliance among students; employs an array of safety strategies for students, teachers, and staff; and we work collaboratively to isolate outbreaks quickly.

The health and safety of students and staff will be the priority for any decision to return to onsite learning in District 97 school buildings. Every District 97 community member must do their part to ensure students, families, and staff's health and safety by reviewing and strictly complying with the following public health requirements.

This document is a comprehensive framework for reopening schools in District 97. It includes information about our proposed learning models for the 2020-21 school year, as well as the procedures that will be implemented to ensure the safety of our students and staff.

The safety guidance outlined in this document is the confluence of recommendations from the Centers for Disease Control (CDC), Illinois State Board of Education (ISBE), and Illinois Department of Public Health. At the local level, Oak Park operates a state-certified local health department, the Oak Park Department of Public Health, led by Director Mike Charley. District 97 will work collaboratively with members of this Village resource to monitor absenteeism, disease activity, and other indicators to further inform the transition between learning models.

Vision and Equity Imperative

Our vision is to create a positive learning environment for all District 97 students that is equitable, inclusive and focused on the whole child.

Our goals are for every student to become:

- A known, nurtured and celebrated **LEARNER**
- An empowered and passionate **SCHOLAR**
- A confident and persistent **ACHIEVER**
- A creative **CRITICAL THINKER and GLOBAL CITIZEN**

District 97 Equity Imperative

On March 12, 2019, the District 97 Board of Education unanimously approved the district's [equity policy](#). Endemic to this policy is the imperative that we, regardless of the learning model implemented:

- Eliminate racial inequities and systemic disparities.
- Create and ensure equitable educational opportunities for all students, especially those who have historically been underserved in our district and public education settings.
- Help families effectively navigate the services that are available to them so that they not only feel a sense of belonging in the district, but will also know that we will meet their specific needs and those of their children.
- Establish a framework that will enable us to eliminate the racial and cultural biases that affect student learning and achievement, and promote environments that intentionally welcome, respect and value diversity and inclusion.
- Address disparities in educational opportunities and achievement.
- Utilize policy, procedure and practice to eliminate opportunity gaps at every level of our organization.

Guiding Metrics for a Phased Attendance Model

Originally shared Sept. 25, 2020

The level of COVID-19 transmission in the community is essential in determining when it is safe to resume in-person instruction. Other countries' experiences have indicated that reopening schools may be low risk in communities with low transmission rates. Despite children having similar viral loads in their upper airways as adults, there appears to be a lower risk that children under 10 with COVID-19 will transmit to household members, compared to children 10 or older and adults. Large-scale epidemiological surveys and smaller analyses of household clusters suggest that younger children are less likely to infect the adults in their household with COVID. However, at a regional level, there have been documented cases of COVID-positive cases at several parochial schools (full-onsite attendance model) in students under 10. This reinforces that the importance of children in transmitting the virus remains uncertain. Those charged with monitoring the pandemic and creating guidance must stay attentive and connected to the fluctuating environment surrounding COVID-19 for all age groups.

Our goal is to return students and staff to onsite learning safely. We can achieve our goal by instituting a phased attendance approach based on a set of guiding metrics. The metrics we use follow guidance from the Illinois Department of Public Health, Village of Oak Park Public Health, Northern Illinois Public Health Consortium Return to School Metrics Workgroup, research from the Harvard Global Health Institute, and the Northwestern University Feinberg School of Medicine COVID dashboard.

All of our decisions will continue to be guided by our three priorities: the health and safety of our students and staff; providing consistent, high-quality learning experiences; and our commitment to equity.

Phased Attendance: Stages and Learning Models

Stage 1 | Fully remote learning for all students

- Stay-at-home orders are in place.
 - On-site learning options are not available due to state-imposed regulations.
 - Remote learning will be implemented for all students.
-

Stage 2 | Partially remote — specialized populations and programs may begin onsite

- Finding ways to best serve all of our students equitably during remote learning poses a challenge; especially for students with Individualized Education Programs (IEPs) and others most vulnerable. The Illinois State Board of Education (ISBE) emphasized that this group should be given the highest priority when considering which students will return to in-person learning.
 - Stage 2 has the following groups and associated services:
 - **Group 1:** Students who require intensive level of special education support
 - **Group 2:** Students who require a moderate level of special education support
 - **Group 3:** Students who require tiered support relative to academic achievement, social emotional learning and/or engagement
-

Stage 3 | Partially remote with hybrid on-site programming for all students (PK-8)

- All students will return to on-site learning using an A/B Hybrid attendance model. The hybrid attendance model may be modified as needed as long as there are no sacrifices to student or staff safety.
 - A remote learning option will still be available to those students who are not ready to return to onsite learning.
 - Extracurricular activities may still be limited.
-

Stage 4 | Full in-person learning

- All students will return to on-site learning using a full attendance model.
- A remote learning option will still be available to those students who are not ready to return to onsite learning.
- Extracurricular activities resume to full capacity (based on state guidance).

Benchmarks

There are two critical components to reopening our school buildings for in-person instruction. First is the District mitigation plan, or the “how.” This plan outlines our strategies to reduce the spread of COVID-19 among students and staff upon reopening school buildings. The second is the level of spread occurring within the community, or the “when.” The district/school mitigation plans and the degree of community spread are equally important in determining when it is safe to reopen a school building.

The CDC defines community spread as follows:

- **Minimal community spread:** Evidence of isolated cases or limited community transmission, case investigations underway, no evidence of exposure in large communal settings.
- **Moderate Community Spread:** Sustained transmission with a high likelihood or confirmed exposure within communal settings and potential for a rapid increase in cases.
- **Substantial Community Spread:** Large scale, controlled or uncontrolled community transmission, including communal settings (e.g., schools, workplaces).

Community spread is further defined by using threshold levels. Thresholds are values that determine if a statistic is above, below, or within a normal range. District 97 has established four attendance stages and assigned threshold values. These threshold values are a combination of recommendations from the Harvard Global Institute for Health, the Northern Illinois Public Health Consortium Return to School Metrics Workgroup, and the Illinois Department of Public Health.

District 97 Guiding Metrics

Stage Number	Learning Plan Details	Weekly Cases per 100,000 People	Positivity Rate
Stage 1	Fully remote learning for all students	150 or greater	Greater than 8%
Stage 2	Partially Remote with hybrid on-site programming for specialized populations and programs	Less than 150	Less than 8%
Stage 3	Partially remote with hybrid on-site programming for all students (PK-8)	Less than 70	Less than 5%
Stage 4	Full in-person learning	Must be in Phase 5 - Illinois Restored	

[Click here to check the current weekly cases per 100,000 people.](#)

[Click here to check the current positivity rate.](#)

Rationale

The value for the positivity rate comes from the Illinois Department of Public Health dashboard. We need to have at least one data point come from the Region 10 data, even though it is not reflective of what's happening in our community, because the State of Illinois can institute restrictive measures based on the regional numbers—not local numbers. Oak Park has its own public health department, but the village is part of Region 10. It will be subject to any restrictions that the State places on Region 10.

The percent positive is a critical measure because it indicates how widespread infection is in the area where the testing is occurring—and whether levels of testing are keeping up with levels of disease transmission levels. There are many districts in the area that are only using regional data. We felt the need to strike a balance in the data, and that is why we chose to use weekly case counts specific to Oak Park. The Northwestern University Feinberg School of Medicine COVID dashboard breaks down the data to specifically Oak Park. We prefer this dashboard because the data is aggregated daily and is reported more timely than the IDPH number of cases per 100,000. If you look at the IDPH website, you will notice that there is approximately a one-week delay in reporting. This lapse in reporting does not give us an accurate measure of the current status of our community. Again, we don't want to eliminate IDPH regional data entirely because of the restrictions that can be implemented at the regional level.

The Harvard Global Health Institute recommends the range of incidents per 100,000 tested to be below a “threshold value” of 175 to return to a hybrid model. This number is a national number and does not always reflect what is occurring in different areas of the country. We adjusted the number down to 150 because it better represents the averages over the past few months in Oak Park.

Data Points in the Model

Operational Variables

The statistical metrics listed above do not consider operational barriers that may arise as we negotiate a transition to onsite learning. These barriers could be a myriad of issues, including those associated with transportation and staffing, changes to the guidance provided by ISBE and IDPH, or school-specific matters related to physical distancing. We will continue to monitor these variables and work to mitigate their impact on the school environment.

Case Incidence

Incidence is a measure of new confirmed COVID cases per day. It is calculated as a proportion of the population, specifically new daily cases for every 100,000 people. Adding the case incidence metric depicts risk more accurately since it takes the overall number of cases into account. Incidence does not account for new infections that are not caught by testing. It also does not include the duration of each infection (how long each infected person is exhibiting symptoms or is contagious).

The dashboard measurement we will focus on is the 14-day rolling average obtained from data provided by the Surgical Outcomes and Quality Improvement Center (SOQIC) at the Northwestern University Feinberg School of Medicine ([click here to view the dashboard](#)). Data on this website are dependent on the information entered into Illinois' National Electronic Disease Surveillance System (I-NEDSS). This dashboard allows for aggregating the data by zip code. We will use data from the following zip codes: 60301, 60302, and 60304 (60303 is classified as a PO Box zip code and is not included in public health population data).

Positivity Rate

One of the most important metrics for tracking the spread of COVID-19 in Illinois is the positivity rate—or how prevalent positive cases of the disease are compared to the number of tests completed. In general, a low positivity rate is a good sign. Because not everyone who has COVID-19 gets tested, rising case numbers could mean that the disease is spreading, or that testing efforts are identifying a larger share of the sick people in society. Positivity rate controls for the amount of testing being done. Calculating the positivity rate is more complicated than it might seem because some people get tested multiple times for COVID-19.

For Illinois, the testing data represents data reported to IDPH through Electronic Laboratory Reporting (ELR) only. It is based on the date results are entered into the ELR. It excludes testing data received from sites that have not implemented ELR, which excludes 3-5% of test data. The number is obtained using the following equation that IDPH feels produces accurate results:

$$\text{Weekly test positivity} = [\text{County positive tests for 7 days}] / [\text{County total tests for same 7 days}] \times 100$$

District 97 will use the Restore Illinois 8% positivity rate metric during Stages 1-2. The limited number of people in the building during these two stages allows for social distancing and other preventative measures. A transition to Stage 3 would require a positivity rate lower than 5% over 10 days. Stage 4 will require Region 10 (suburban Cook County) entering Phase 5 of the Restore Illinois Plan. **The dashboard measurement we will focus on is the Region 10 seven-day rolling average as presented on the IDPH website: (<https://www.dph.illinois.gov/countyschool?county=Cook>)**

Disclaimers

There are two disclaimers for the information provided:

1. The dashboards depend on models that are only as good as the data provided—data that we have no control over. Data represent the total number of tests performed and reported electronically at IDPH, commercial, or hospital laboratories. The data are continually being entered and may change as cases are investigated.
2. There is no historical precedent for what is happening. This is a novel virus, and everyone's knowledge of COVID continues to evolve. New public health guidance may necessitate revisions of this document.

Adaptive Pause

An Adaptive Pause is a strategy that allows for movement into any level of remote learning to prevent disease transmission during a pandemic. An Adaptive Pause may result in delayed reopening at the start

of a specific school term or a pivot to remote learning once the school year is underway. (Source: [Adaptive Pause and Metrics: Interim School Guidance for Local Health Departments](#))

Adaptive Pauses may be for a set time frame or indefinite, depending on the specific metrics related to transmission and infection rates within Cook County or Oak Park and our student population. District administration will work with the Oak Park Department of Public Health to determine how long an Adaptive Pause will last (days, weeks, months, rest of school year) to respond effectively.

Scenarios that can trigger an Adaptive Pause could be an increased building positivity rate among students and staff, an isolated outbreak (room only), or a building-level outbreak.

Several Adaptive Pauses may be needed until COVID-19 transmission is controlled, and an effective vaccine is available. However, the goal of implementing the suggested interventions is to reduce the frequency of these interruptions and allowing for in-person learning when feasible.

Overview of Learning Options

During Stage 3, District 97 families will be provided two learning options for their students:

1. **Full-Time Remote Learning:** Students will continue to participate in the D97 Remote Learning Program, which utilizes both synchronous and asynchronous learning.
2. **Hybrid Learning (A/B Schedule):** Students would be assigned to two groups to reduce the density in our buildings. Group A would attend school on Mondays and Tuesdays and Group B would be onsite Wednesdays and Thursdays. The groups will alternate having in-person learning on Fridays (Group A one week, Group B the next). Students will receive remote instruction (synchronous or asynchronous) when they are not onsite.

On in-person days, elementary students would attend school in person from 8 a.m. to 11:30 a.m. and participate in remote learning from 1 p.m. to 3 p.m. Middle school students would be onsite from 9 a.m. to 12:30 p.m. and participate in remote learning from 2 p.m. to 3:30 p.m.

****NO lunch or snacks will be consumed onsite in a hybrid model.**

Learning Selection Form

All families will be asked to complete an [online form](#) to select their learning model for each student. The selection will apply for the duration of Trimester 2.

Will my student have the same teacher(s) when the district begins offering hybrid learning?

When the district begins offering hybrid learning, we cannot guarantee that students will maintain their current teachers/class assignments—whether they continue with remote learning or transition to the hybrid schedule. District 97 will do its best to ensure that students have the same teacher(s) from their home school from the beginning of the 2020-21 school year, but as various circumstances and scenarios arise (including, but not limited to an analysis of the number of students who are opted into each model), it must be noted that it is possible that students will not have the same teacher or, in some cases, be assigned to the same school.

Full-Time Remote Learning

The remote learning model provides students with the opportunity to access standards-aligned instruction without attending school physically. This model combines online lessons and self-paced activities to engage students and create personalized learning experiences that meet student needs. Families regularly and consistently connect and collaborate with teachers to support student achievement and academic growth.

The fully remote learning model provides students the opportunities to engage in both **synchronous** (live interaction and instruction with a teacher) and **asynchronous** (self determined review of content) learning sessions with teachers and classmates via virtual tools. Grading and attendance practices will align to typical District 97 processes and procedures. Students will be expected to be available for learning sessions throughout the school day. **Students who receive instruction via the remote learning option must enroll for the entire trimester.**

Remote Learning Schedules

Synchronous vs. Asynchronous Learning Time, by Grade Level

	Early Childhood	Kindergarten through Second Grade	Third through Fifth Grade	Middle School
Synchronous Learning	A minimum of 50% of the instructional day	A minimum of 50% per content area per instructional day	A minimum of 60% per content area per instructional day	A minimum of 70% per course per instructional day
Asynchronous Learning	A minimum of 50% of the instructional day	A minimum of 50% per content area per instructional day	A minimum of 40% per content area per instructional day	A minimum of 30% per course per instructional day

Samples of daily and weekly minutes are outlined below and can be extrapolated for all content areas, specials and electives:

Grade Band	Subject Area	Total Minutes per day	Synchronous Requirements (minutes per day)	Asynchronous Requirements (minutes per day)
Kindergarten through Second Grade	English Language Arts	120	60mpd	60mpd
Third through Fifth Grade	English Language Arts	120	72mpd	48mpd
Middle School	Language and Literature	40	28mpd	12mpd

Grade Band	Subject Area	Total Minutes per week	Synchronous Requirements (minutes per week)	Asynchronous Requirements (minutes per week)
Kindergarten through Second Grade	English Language Arts	600	300 mpw	300 mpw
Third through Fifth Grade	English Language Arts	600	360mpw	240mpw
Middle School	Language and Literature	195	137mpw	58 mpw

Sample daily **student** schedules are outlined below.

Elementary School: Sample Daily Remote Schedule for Students

Time	Subject Area
8 a.m. - 8:30 a.m.	Morning Meeting (Second Step will occur once a week)
8:30 a.m. - 10:30 a.m.	English Language Arts
10:30 a.m. - 11 a.m.	Science/Social Studies
11 a.m. - 11:55 a.m.	Lunch
11:55 a.m. - 1 p.m.	Mathematics

1 p.m. - 2 p.m.	Academic Enrichment/Intervention (English Language Arts and Mathematics)
2 p.m. - 3 p.m.	Specials (Art, Music, Spanish, PE, Library) *This is a placeholder and the schedule would be similar to the one already created for the full onsite learning.

Middle School: Sample Daily Remote Schedules for Students

Brooks Middle School

Time	A Day	B Day
9 a.m. - 10:20 a.m.	Period 1 Course	Period 6 Course
10:20 a.m. - 11:40 a.m.	Period 2 Course	Period 7 Course
11:40 a.m. - 12:20 p.m.	Advisory	Advisory
12:20 p.m. - 1 p.m.	Lunch	Lunch
1 p.m. - 2:20 pm.	Period 3 Course	Period 8 Course
2:20 p.m. - 3:30 p.m.	Period 4 Course	Period 9 Course

Julian Middle School

Time	A Day	B Day	
9 a.m. - 10:20 a.m.	Period 1 Course	Period 8 Course	
10:20 a.m. - 11:40 a.m.	Period 2 Course	Period 4 Course	Period 4: 6th grade Lunch/Advisory
11:40 a.m. - 12:20 p.m.	All Grades Advisory	7th Grade Advisory	Period 5: 7th Grade Lunch/Advisory
12:20 p.m. - 1 p.m.	All Grades Lunch	7th Grade Lunch	

1p.m. - 2:20 p.m.	Period 3 Course	Period 6 Course	Period 6: 8th Grade Lunch/Advisory
2:20 p.m. - 3:30 p.m.	Period 7 Course	Period 9 Course	

Full-Remote Staffing (in Stage 3)

District 97 will staff each student class with an appropriately licensed teacher. However, in a transition to Stage 3 (hybrid learning), District 97 cannot guarantee the same teacher(s) the students had during the first trimester—regardless of the model families select. District 97 will do its best to ensure that students have the same teacher(s) from their home school and grade level teacher from the beginning of the 2020-21 school year. But as various circumstances and scenarios arise (including, but not limited to an analysis of the number of students who are opted into one of the two models), it must be noted that it is possible that students will not have the same teacher or be assigned to the same school.

In all of our planning, we strive to provide a learning experience and environment that is sustainable and can be flexible in an remote and hybrid model, which means we are focusing on creating schedules and class rosters that will remain as consistent as possible moving forward in the 2020-21 school year, even if health conditions change and we have to move back into a remote setting for a quarantine period.

Hybrid Learning Model

District 97’s goal was and is to develop a hybrid model that is sustainable long term and that privileges:

- Continuity of instruction
- The safety and security of students, staff and families
- The social and emotional well being of students, staff and families
- Equity of access to courses and resources

No Food Onsite

Lunch will not be served during the school day in a hybrid learning model. Additionally, due to safety concerns, snacks **will not** be permitted during hybrid learning.

District 97 will continue to work with its food service provider, Oak Park and River Forest High School District 200 to hold meal distributions. Details will be posted on the district website at <http://www.op97.org> and publicized weekly in the district newsletters.

Hybrid Learning Schedules

Elementary School

Students attend school onsite in small groups for 3.5 hours during five days over the course of two weeks (or ten school days) and receive remote instruction for five days (synchronously and asynchronously)

over the course of two weeks, or 10 school days. This model also requires that students in a cohort attend two days that remain static throughout the implementation of the hybrid model—either Monday and Tuesday **or** Wednesday and Thursday. Students would receive onsite instruction for 3.5 hours on alternating Fridays (see sample schedules below). English Language Arts and Mathematics will be taught during onsite instruction in the elementary schools via this cohort model.

Middle School

On-site and remote instruction will be provided for five days over the course of two weeks, or 10 school days. Core content will be provided via onsite, in-person instruction as well as via asynchronous and synchronous remote instruction. Elective instruction will be provided remotely.

Week One

	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary Schools: 8 a.m. to 11:30 a.m.	Group A: In-person instruction/ asynchronous instruction Group B: Asynchronous/ remote instruction	Group A: In-person instruction/ asynchronous instruction Group B: Asynchronous/ remote instruction	Group B: In-person instruction/ asynchronous instruction Group A: Asynchronous/ remote instruction	Group B: In-person instruction/ asynchronous instruction Group A: Asynchronous/ remote instruction	Group A: In-person instruction/ asynchronous instruction Group B: Asynchronous/ remote instruction
Middle Schools: 9 a.m. to 12:30 p.m.	Group A: In-person instruction/ asynchronous instruction Group B: Asynchronous/ remote instruction	Group A: In-person instruction/ asynchronous instruction Group B: Asynchronous/ remote instruction	Group B: In-person instruction/ asynchronous instruction Group A: Asynchronous/ remote instruction	Group B: In-person instruction/ asynchronous instruction Group A: Asynchronous/ remote instruction	Group A: In-person instruction/ asynchronous instruction Group B: Asynchronous/ remote instruction

Week Two

	Monday	Tuesday	Wednesday	Thursday	Friday
Elementary Schools: 8 a.m. to 11:30 a.m.	Group A: In-person instruction/ asynchronous instruction	Group A: In-person instruction/ asynchronous instruction	Group B: In-person instruction/ asynchronous instruction	Group B: In-person instruction/ asynchronous instruction	Group B: In-person instruction/ asynchronous instruction

	Group B: Asynchronous/ remote instruction	Group B: Asynchronous/ remote instruction	Group A: Asynchronous/ remote instruction	Group A: Asynchronous/ remote instruction	Group A: Asynchronous/ remote instruction
Middle Schools: 9 a.m. to 12:30 p.m	Group A: In-person instruction/ asynchronous instruction	Group A: In-person instruction/ asynchronous instruction	Group B: In-person instruction/ asynchronous instruction	Group B: In-person instruction/ asynchronous instruction	Group B: In-person instruction/ asynchronous instruction
	Group B: Asynchronous/ remote instruction	Group B: Asynchronous/ remote instruction	Group A: Asynchronous/ remote instruction	Group A: Asynchronous/ remote instruction	Group A: Asynchronous/ remote instruction

Elementary School: Sample Hybrid Schedules

In the sample below, Tiffany (sample student) would attend school onsite on Monday, Tuesday and Friday during Week One (3.5 hours each day). During Week Two, Tiffany would attend school in-person on Monday and Tuesday (3.5 hours each day). She would receive core content instruction (English Language Arts and Mathematics) during onsite instruction. On days that Tiffany attends classes remotely—both synchronously and asynchronously—she will participate in Social Studies, Science, Second Step (the district’s curricular tool that supports social-emotional development), specials courses (Art, Music, Physical Education, Foreign Language, Library), intervention and enrichment following a schedule that is specific to each school.

As stated previously, though efforts will be made to ensure that students have the same teacher(s) from their home school and grade level teacher from the beginning of the 2020-21 school year, it is important to note that it is possible that students may not be assigned to the same teacher or to the same school that they were assigned to for the first trimester.

Sample Hybrid Model Schedule: Tiffany (Week One)					
	In Person Instruction: Group A		Remote Instruction: Group A		Alternating Days: Group A (onsite)
	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m. - 8:20 a.m.	Entry/Morning Meeting		Morning Meeting		Entry/Morning Meeting
8:20 a.m. - 11:30 a.m.	English Language Arts Mathematics		Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/ Asynchronous instruction		English Language Arts Mathematics

11:30 a.m. - 1 p.m.	Lunch/Travel	Lunch/Travel	Lunch/Travel
1 p.m. - 3 p.m. (remote instruction)	Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/core content (Synchronous/Asynchronous instruction)	Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/core content (Synchronous/Asynchronous instruction)	Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/core content (Synchronous/Asynchronous instruction)

Sample Hybrid Model Schedule: Tiffany (Week Two)					
	In Person Instruction: Group A		Remote Instruction: Group A		Alternating Days: Group A (remote)
	Monday	Tuesday	Wednesday	Thursday	Friday
8 a.m.- 8:20 a.m.	Entry/Morning Meeting		Morning Meeting		Morning Meeting
8:20 a.m. - 11:30 a.m.	English Language Arts Mathematics		Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/ Asynchronous instruction		Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/Asynchronous instruction
11:30 a.m. - 1 p.m.	Lunch/Travel		Lunch/Travel		Lunch/Travel
1 p.m. - 3 p.m. (remote instruction)	Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/core content (Synchronous/Asynchronous instruction)		Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/core content (Synchronous/Asynchronous instruction)		Library/Physical Education/FLES/Music/ Intervention/Art/Enrichment/core content (Synchronous/Asynchronous instruction)

Hybrid Model Sample Schedules: Middle School

As outlined in the sample below, students would receive core content instruction during onsite learning. Elective instruction will be delivered remotely. On alternating Fridays, students will attend school either in-person or remotely. Students will likely be scheduled in cohorts. The impacts of hybrid model cohorting are outlined below:

- Students schedule(s)/classes will be changed

- Students may receive instruction from a different teacher
- Students may have their teams changed
- Students will remain in the same classroom with the same group of students during the 3.5 hour onsite instructional period to engage in core instruction
- Cohorts will be heterogeneously grouped. Middle School students for most classes will physically be in one classroom while receiving remote instruction from a teacher who is in another classroom due to the current health/safety guidelines that do not allow for the mixing of student groups throughout the school day.
- Students with IEPs will not be cohorted and will rotate into classes based upon what is outlined in their Individualized Education Program (IEP).
- Student materials must be managed within the classroom. Lockers will be unavailable.

Week One: Sample Hybrid Model Schedule: Middle School Schedule					
	In Person Instruction: Group A		Remote Instruction: Group A		Alternating Days: Group A (in person), Group B remote
	Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. - 12:30 p.m. (onsite)	Individuals and Societies/ Mathematics/ Language and Literature/ Science	Individuals and Societies/ Mathematics/ Language and Literature/ Science	Physical Education/ Foreign Language/ ARTS Elective/Design or SOAR	Physical Education/ Foreign Language/ ARTS Elective/Design or SOAR	Physical Education/ Foreign Language/ ARTS Elective/Design or SOAR
12:30 p.m. - 2 p.m.	Lunch/Travel				
2 p.m. - 3:30 p.m. (remote)	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely

**Week Two:
Sample Hybrid Model Schedule: Middle School Schedule**

	In Person Instruction: Group A		Remote Instruction: Group A		Alternating Days: Group B (in person), Group A remote
	Monday	Tuesday	Wednesday	Thursday	Friday
9 a.m. - 12:30 p.m. (onsite)	Individuals and Societies/ Mathematics/ Language and Literature/ Science	Individuals and Societies/ Mathematics/ Language and Literature/ Science	Physical Education/ Foreign Language/ ARTS Elective/Design or SOAR	Physical Education/ Foreign Language/ ARTS Elective/Design or SOAR	Individuals and Societies/ Mathematics/ Language and Literature/ Science
12:30 p.m. - 2 p.m.	Lunch				
2 p.m. - 3:30 p.m. (remote)	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely	Synchronous/ Asynchronous instruction delivered remotely

Specials (Elementary) and Electives (Middle School) in a Hybrid Model

For both elementary and middle school students, specials (art, gym, FLES and music) and electives will be delivered remotely in the hybrid model.

Special Education, 504 Plans and English Learners

Students with disabilities and English Learners who require an intensive level of support (students who receive support in the district's multi-needs program, instructional program, etc.) will be offered a full-time, on-site learning option. The full-time option allows students to attend school onsite and in person for five days per week for 3.5 hours per day.

Students with disabilities and English Learners who receive support in general education classrooms for the majority of the instructional day (including co-taught and resource models) will follow the schedule of their general education peers to ensure that we meet our federal obligation to provide students with access to the least restrictive environment and to maximize access to same age peers. Please note that student case managers, teachers and related service providers may change.

Students with Section 504 Plans will follow the general education schedule.

Hybrid Staffing

District 97 will staff each student class with an appropriately licensed teacher. However, in a transition to Stage 3 (hybrid learning), District 97 cannot guarantee the same teacher(s) the students had during the first trimester—regardless of the model families select. District 97 will do its best to ensure that students have the same teacher(s) from their home school and grade level teacher from the beginning of the 2020-21 school year. But as various circumstances and scenarios arise (including, but not limited to an analysis of the number of students who are opted into one of the two models, it must be noted that it is possible that students will not have the same teacher or be assigned to the same school.

In all of our planning, we strive to provide a learning experience and environment that is sustainable and can be flexible in an remote and hybrid model, which means we are focusing on creating schedules and class rosters that will remain as consistent as possible moving forward in the 2020-21 school year, even if health conditions change and we have to move back into a remote setting for a quarantine period.

Health and Safety Guidelines

The sections that follow reflect the work of the Safety Operations Core Planning Group and build upon the insights, experiences and expertise of a wide range of individuals. The groups reviewed several guidance documents provided by the CDC, ISBE, IDPH, and the Oak Park Department of Public Health (OPDPH) and others as they identified issues and worked towards solutions. The result is a set of foundational guidelines driven at the district level. School-specific guidance will build off this foundational guidance to align the experience with the idiosyncrasies of each school. The school-specific plans are ongoing and will provide focused information on such things as student arrival, bathroom breaks, hand washing and student dismissal.

ISBE Non-Negotiables

ISBE has issued six non-negotiable requirements for returning to in-person instruction:

- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify that they are free of symptoms before entering school buildings or buses.
- All students and staff must be required to use appropriate personal protective equipment (PPE), including face coverings.
- Require an increase in school-wide cleaning and disinfecting.
- Require social distancing of 6 feet to be observed as much as possible.
- Prohibit more than 50 individuals from gathering in one space.
- Provide an option for remote learning.

District 97 receives periodic updates from ISBE, and we continually monitor their website for any new releases.

Symptom Screenings and Temperature Screenings

ISBE Mandate: *Schools and districts must conduct temperature and symptom screenings or require self-certification and verification for all staff, students, and visitors entering school buildings. If schools are using self-certification, in lieu of conducting symptom and temperature checks at the school building, the self-certification must be completed each day. A self-certification may not be completed at the beginning of the year for the entire year.*

To comply with the ISBE mandate, and provide an extra layer of protection at our schools, we will require self-certification every day, via a digital tool, and temperature checks at entry points.

Every morning, before sending their children to school or allowing them to board a school bus, parents/guardians or the individual who enrolled the student must complete a home health screening checklist for each student they are responsible for. The screening, through the use of a digital tool, involves checking to ensure a temperature below 100.4 degrees Fahrenheit and for other COVID-19 symptoms. The information provided will be encrypted to ensure privacy. Students must be kept at home if they have symptoms consistent with COVID-19 or have had close contact with a person diagnosed with COVID-19. Individuals who exhibit symptoms should consult with their medical provider for evaluation and treatment as necessary.

By sending your student to school, you are certifying that your student is not exhibiting any of the following symptoms (symptoms list is subject to change based on updated guidance):

- Fever or feeling feverish (chills, sweating)
- New cough
- Shortness of breath or difficulty breathing
- Sore throat
- Muscle aches or body aches
- Vomiting or diarrhea
- New loss of taste of smell
- Chills
- Fatigue
- New or unusual headaches
- Congestion or runny nose
- Temperature at or above 100.4 degrees (Please contact your school directly if you do not have access to a thermometer).

COVID-19 Testing

The COVID-19 virus can be contagious from carriers who do not yet have or feel any symptoms and fever is not always the first indicator of infection. Current guidance from the CDC and IDPH does not

recommend testing of all students and staff before their initial return to school or even temperature testing of all students. At this time, the District will not be regularly testing students or staff prior to allowing them to return to District 97 school buildings, but will instead be relying on the health screening process identified above. Should the public health guidance change, District 97 will immediately update its requirements.

Food

Lunch will not be served during the school day in a hybrid learning model. Additionally, due to safety concerns, snacks will not be permitted during hybrid learning.

Handwashing

The most effective way to prevent the spread of COVID-19 is for everyone to wash hands often and thoroughly with soap and water [[see CDC guidance linked here](#)] or clean hands using a sanitizer containing at least 60% alcohol. Hand sanitizer will be available in school entryways and in every classroom.

Every District 97 student and staff member will be expected to engage in frequent handwashing and/or hand sanitation throughout the day and specifically in the following situations:

- After nose-blowing, coughing, or sneezing
- Before entering or exiting a yellow school bus or public transportation
- Before entering or exiting a District 97 school building
- Before putting on or removing a face-covering/mask
- Before and after eating and/or preparing food
- Before touching one's eyes or face
- After using or assisting someone in the bathroom
- Before putting on and after removing gloves
- After touching garbage

Personal Protective Equipment (PPE)

The availability of PPE across the country remains unstable. Over the past few months, District 97 worked with several vendors to procure PPE to avoid the fluctuations in availability. The result is an extensive inventory that will support either a hybrid attendance model or a return to full onsite learning. Items include adult-size disposable masks, child-sized disposable masks, disposable gowns, N95 Respirators, no-touch hand sanitizer dispensers for every classroom, alcohol-based gel hand sanitizer, wall-mounted no-touch thermometers and disinfecting wipes. Also, the Illinois Emergency Management Association (IEMA) furnished a supply of 800 disposable face shields and 6,300 cloth masks. We will monitor the PPE inventory levels and supplement them as needed.

Alcohol-based hand sanitizer (ABHS) is utilized extensively across the District to minimize the spread of the SARS-CoV-2 virus. It is important to note that, in most cases, ABHS are classified as flammable liquids whose storage and dispensing/use must comply with National Fire Protection Association (NFPA) standards. As such, we are limited in the amount of ABHS we can store.

Face Coverings

Health experts agree that people should wear face coverings (masks) whenever they are within 6 feet of another person in order to reduce the spread of COVID-19. As mentioned above, this is also one of ISBE's non-negotiable requirements for occupants of school buildings. Everyone is expected to wear a mask whenever inside a District 97 building or outside on school grounds when others are within a distance of 6 feet or less. Face coverings are also required during student arrival and departure.

Accommodations will be made for our youngest learners, students with sensory issues, and for our most vulnerable and medically fragile special needs students, as appropriate and necessary. We encourage District 97 families to have their children begin wearing a face covering for extended periods of time so that children can become more comfortable with the process. In addition, families are encouraged to provide a cloth face covering for their children. More information will be provided on alternative ways to secure cloth face coverings for those that need them. In addition, the District has a supply of disposable 3-ply masks to supplement cloth face coverings that are forgotten, lost or soiled.

General Guidelines Related to Face Coverings

- All individuals in a District 97 school building must wear a face covering at all times unless they are younger than 2, have trouble breathing, or are unconscious/incapacitated, or otherwise unable to remove the covering without assistance. Face coverings must be worn at all times in school buildings even when social distancing can be maintained.
- The use and wearing of masks and face coverings by all persons in the school building will be enforced. Students and staff with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act and other applicable law.
- Per ISBE, face coverings are not required outside if social distance is maintained (if individuals remain 6 feet apart from each other), however, District 97 strongly recommends that face coverings be worn at all times while on school grounds.
- Language or pictures/depictions on face coverings may not interfere with the educational environment and, therefore, should not be offensive, provocative, or disruptive to instruction.
- The face covering should fully cover the mouth and nose, and fit snug against the sides of the face.

- Staff and students will be educated on the wearing and use of masks/face coverings including using signage from the Centers for Disease Control. The [CDC Use of Face Coverings](#) provides helpful explanations about the use and care of face coverings.
- The parent/guardian of a student for whom wearing a mask is medically inadvisable must provide a physician's note identifying the specific medical reason the student is unable to wear a face covering/mask. The district will then consider alternative methods of keeping the student and staff around the student safe, including allowing the student to wear a face shield that wraps around the sides of the wearer's face and extends to below the chin. The parents of students for whom wearing a mask is medically inadvisable are advised that the CDC does not recommend face shields as a substitute for cloth face coverings.
- Parents of students who have medical conditions that pose an additional risk of complication if exposed to COVID-19 should consult with their physician and contact the school nurse to discuss their specific medication and medical needs within the school setting.
- The need for use of PPE for staff above a face covering will be identified by exposure risk and the need to maintain safety for all staff and students. PPE will be made available for use accordingly throughout the school year.
- District 97 expects all students and staff to bring and wear their own cloth masks whenever possible and appropriate. Anyone who forgets their reusable mask will be provided a disposable mask to wear on the bus and within the school building.

Physical Distancing

Physical distancing, defined as staying at least 6 feet apart from any other person, impacts classroom configuration, instructional practices, scheduling and general school operations. Adhering to physical distancing requirements keeps everyone safer by minimizing face-to-face interactions and limiting the spread of COVID-19. When District 97 reopens, all students and staff are expected to maintain 6 feet of physical distance at all times possible.

We will implement this directive as follows:

- School entryways and hallways will be marked with signage to ensure that students maintain physical distancing when traveling through the school.
- Signage will be posted throughout each school building reminding all occupants to physically distance themselves from others.
- Large group interactions will be eliminated or reduced when feasible.
- Restroom use will be limited to the number of students required to maintain physical distancing.

- Lockers will not be used unless physical distancing can be maintained, including through staggered schedules of access or other enforceable means.
- Movement of staff into or out of learning spaces will be limited to ensure adherence to social distancing and reduce risk of potential exposure.
- Classroom furniture will be placed in such a manner as to provide appropriate physical distancing. As each school building is made up of classrooms of varying sizes with differently-shaped furniture, classroom layouts will vary at each school.
- Physical distancing layouts are designed to work cooperatively with face-coverings, as is detailed by ISBE physical distancing guidance.
- Any outdoor class or other activities must be coordinated with school-specific administrators.
- Physical distancing requirements will be maintained outside, including during student arrival. When multiple groups of students are outside, social distance between the groups will be considered 30 feet. The sharing of playground equipment will be restricted.

Facilities

Visitor Guidelines

As a means of keeping students and staff healthy and safe, visitors—including parents or caregivers—will not be allowed to enter District 97 school buildings for any purpose other than to drop off or pick up their student(s), all of which will be limited to the school’s administrative space. This restriction does not apply to District 97 staff with a business purpose to be at a school site or vendors necessary for providing school services, though specialized health check procedures may be required. All vendors must adhere to the requirements for masks and physical distancing.

Use of Facilities by Outside Programs

Visitors and the use of school facilities by external parties will be discouraged as much as possible, but some programs, such as child care, are critical to the community. Child care programs in the schools will follow the IDPH and DCFS guidance for child care facilities. Child care programs in schools will be required to follow all infection control measures used during the school day (e.g., social distancing, face coverings, cleaning, and sanitation).

Cleaning/Disinfecting of School Buildings

The District 97 custodial staff has developed upgraded sanitation protocols in accordance with public health guidelines using certified EPA products. In accordance with these guidelines, both the frequency and the intensity of building cleaning will be increased, as follows:

- Disinfecting all high touch areas (door handles, push bars, light switches, stair rails, faucets and knobs, chairs (seat, back and arms) counters soap and towel dispensers, all bathroom components)
- Bathrooms will be monitored every two to three hours to allow custodians to restock soap dispensers, towels, and toilet paper as necessary.
- Disinfectant wipes will be available in all classrooms to allow for frequent wiping down of desks and other surfaces during the day.
- Touchless hand sanitizer dispensers will be available in all classrooms, at building entries and exits, and strategically placed throughout the school building as necessary.
- Disinfectant will be utilized twice per week during the hybrid program between cohorts (on Tuesday and after Friday classes end and Monday classes begin) in an attempt to kill the COVID-19 virus and any other organisms that can compromise the health and safety of our students and staff.
- Any supplies needed by the staff can be obtained by filling out a request in *School Dude*, the Building and Grounds operations management solution.

The District's custodians are trained and ready to do their part in ensuring we can keep our buildings safe and clean. All new staff has completed training on the following critical cleaning protocols: classrooms; lobby/entrance; gymnasium; grounds, furniture; bathrooms, locker rooms, auditoriums, machine care, stairways, offices; cafeteria; mechanical rooms; common areas, storage, and hallway corridors.

HVAC/Air Filtration

Both current CDC and ISBE guidance require that districts maximize air movement in school buildings in order to help minimize the risk of COVID-19 exposure. To comply with guidance, District 97 Building and Grounds staff have completed the following:

- Precision Control Systems provided the District with the following information pursuant to Buildings and Grounds request to evaluate the fresh air (outdoor air) ventilation rates for District 97 facilities:
 - *Design Outdoor Air - Air Changes per Hour (OA ACH) were calculated utilizing the physical room dimensional data and design ventilation rates as presented in the issued for construction design drawings for recent projects at Brooks Middle School, Hatch Elementary School, Irving Elementary School, Julian Middle School, Longfellow Elementary School, and Mann Elementary School. Utilizing a sample of classrooms across all D97 facilities, we calculated an average design ventilation rate of 3.0 OA ACH with an average minimum outdoor air percentage of 36%. Please note that ventilation*

code requirements are not based on air changes per hour. The International Mechanical Code ventilation requirements are calculated using a formula based on Occupancy Classification, Occupant Density, and Floor Area and follow ASHRAE Standard 62.1. While Precision was not responsible for the design ventilation calculations, we believe that all classroom spaces were designed to meet or exceed the ventilation rates required by local building codes.

- Filters are checked and changed monthly and noted in the preventative maintenance records database of *School Dude*. District 97 uses MERV 8 rating filters to allow an adequate amount of airflow through the filter.
- All rooftop equipment has been maintained and inspected for airflow. All evaporator coils, condenser coils, condensate pans, lines and traps have been pressure washed to remove any dirt, debris, dust, pollen and other environmental contaminants.
- Building and Grounds Engineers completed a window survey in all the buildings. Work orders have been entered for repairs to ensure that windowed learning spaces can safely open windows to increase outdoor air intake.

Water Management Program

Stagnant or standing water in a plumbing system can increase the risk for growth and spread of Legionella and other biofilm-associated bacteria.

- D97 Facilities completed twice-weekly routine flushing of all faucets and fountains to replace aging water with newer water which also assists with purging accumulated sediments and deposits from the water system following ASHRAE Standard 188-2018 in conjunction with Guideline 12-2020.
- Installed drinking fountain safety covers to restrict drinking fountain use. The cover does not restrict the ability to flush the fountain. Bottle filling stations will remain operational.

Operationalizing the Plan

Individual Setting Practices

Pre-Kindergarten (PK) Classroom Guidance

- Require face coverings for staff and students. Individuals with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act and other applicable law.
- Students will remain with the same classroom group throughout the day, services will take place in the classroom whenever feasible.
- Schedule/coordinate restroom and hand washing breaks throughout the day.

- A play-based approach will be utilized where students will be using toys and equipment used by others in their classrooms, equipment and toys will be sanitized between cohorts and after use when feasible.
- Students will be outside when feasible.
- Sanitize hands whenever anyone enters the classroom.
- Student arrival and departure times may be staggered.
- Classrooms will be cleaned daily and sanitized between cohorts.

Kindergarten-Grade 5 Classroom Guidance

- Require face coverings for staff and students. Individuals with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act and other applicable law.
- Student arrival and departure times may be staggered.
- Arrange seating 6 feet apart and facing the same direction whenever feasible.
- Students will remain with the same classroom group throughout the day when possible, exceptions may be to receive services that are delivered outside the classroom.
- Schedule/coordinate restroom and hand washing breaks throughout the day.
- Sanitize or wash hands whenever anyone enters the classroom.
- School supplies will not be shared between students or staff. Each student will use their own personal classroom supplies, texts, etc. Shared supply caddies will not be in use. Classroom libraries will not be in use.
- Classrooms will be cleaned daily and sanitized between cohorts.

Grades 6–8 Classroom Guidance

- Require face coverings for staff and students. Individuals with disabilities who are unable to wear a face covering may be provided reasonable accommodations per the Americans with Disabilities Act and other applicable law.
- Student arrival and departure times may be staggered.
- Arrange seating 6 feet apart and facing the same direction whenever feasible.
- Encourage hand washing throughout the day.
- Schedule/coordinate activities by grade level to minimize student mixing.
- Sanitize hands whenever anyone enters the classroom.
- School supplies will not be shared between students or staff. Each student will use their own personal classroom supplies, texts, etc. Lockers will be unavailable for use.
- Classrooms will be cleaned daily and sanitized between cohorts.

Hallways, Main Office and Common Areas

- Each District 97 school building is a different size, shape and has differing amenities. Common areas (gymnasiums, cafeterias, library space, other) may need to be repurposed as learning spaces to accommodate academic and wraparound programming, as well as student and staff space needs within each school community.
- Maintain 6 feet physical distancing when possible.
- Require face coverings for staff and students.
- Floor signage reminders to indicate safe distancing for students and staff.
- Perform health screenings for visitors.
- Display visible signage reminding everyone of physical distancing and face covering usage at entryways, hallways, classrooms, and common areas.
- Provide access to school buildings to authorized personnel only.
- Restrict students to specific areas as identified by the building principal.
- Hand sanitation stations will be provided at entrances and throughout each school.
- Physical education, choir, band, orchestra, and other large class groupings may need to be reformatted to allow for required physical distancing.

Restrooms

- The number of students allowed in a restroom simultaneously will vary depending on the size and layout of restrooms in light of the requirement to keep at least 6 feet of distance between individuals.
- Maintain 6 feet physical distancing; when students are in stalls, they will be separated, but may not be 6 feet apart.
- Require face coverings for staff and students.
- Display clearly visible signage reminding everyone of physical distancing and face coverings.
- Schedule/coordinate restroom and hand washing breaks.
- Assign certain restrooms to student groups, there may be times when a student is not near their specific restroom

Shared Objects

Students and employees are restricted from borrowing or sharing items. The CDC recommends that electronic devices, toys, books, and other games or learning aids not be shared. Electronics, including, but not limited to, iPads, computers, touchscreens, keyboards, remote controls, lunchroom keypads, door entry systems, etc., should be cleaned before and after use. Items that must be shared or communally used will be cleaned after each use and individuals must perform hand hygiene between use. Utilizing hand sanitizer before and after the use of books, manipulatives or library materials will be required. Students should not bring toys from home.

Outdoor Spaces

Schools are encouraged to utilize their available outdoor space for educational purposes. The playgrounds will be open but not sanitized. All playgrounds are marked with signage and banners to ensure CDC / IDPH guidelines are followed. Current public health guidance suggests that the COVID-19 virus is less infectious between people interacting outside. Even so, the District requires that all students and staff continue to wear masks while engaged in learning activities outside the school building and that strict hand sanitation protocols are followed upon return to the classroom.

Transportation

District 97 is working with its transportation provider, Lakeview Bus Lines, to ensure that bus services can effectively and safely transport our students to and from school while appropriately protecting the health of our students and bus drivers.

- Students and the bus driver will be required to wear a mask while riding the bus.
- The maximum number of students on each bus will be 23, with one student per seat.
- Only regular riders with a District 97-issued bus pass will be allowed on the bus.
- Buses will be sanitized between each route.
- Students will be assigned to buses according to their routes, and may be in different cohorts once they arrive at school. Parents may elect to transport students to and from school to ensure greater safety measures.

COVID-19 Protocols

The protocols that follow represent the latest guidance from IDPH. These protocols have also been reinforced by the Oak Park Director of Public Health during weekly meetings. District administrators and nurses participated in the weekly meetings and collaborated to ensure District 97 protocols provide clear procedures to more confidently and effectively address COVID-19 situations.

The COVID-19 pandemic has been a stressful time for everyone. We recognize the added stress that comes from a COVID positive situation as well as possible stigmas related to a positive diagnosis. Stigma hurts everyone by creating more fear or anger towards ordinary people instead of the disease that is causing the problem. We can fight stigma and help, not hurt, others by providing social support. Please contact the Village of Oak Park or District 97 if you need further assistance.

School Nurses

Every District 97 school is supported by a School Nurse. Within the school setting, our nurses are first responders in keeping our community as healthy and safe as possible. To aid them in doing this critical job, the following supports have been put in place.

- As necessary and attainable, nurses' offices will be reconfigured for heightened infectious disease control so as to better protect both the health of the school community and the medical privacy of students.
- Isolation rooms have been identified in every school building.
- Nurses will be provided with personal protective equipment (PPE) appropriate to their role as health care professionals.
- District 97 nurses will work with outside agencies and the District Office to ensure staff is equipped with the information they need to help ensure the health and safety of our students and staff.
- Working with the District supervision structure, nurses will collaborate with the Oak Park Department of Public Health in following IDPH directives concerning COVID-19.

Response to a Symptomatic Person

If a person becomes symptomatic with currently known symptoms of COVID-19, including fever (temperature of or above 100.4 degrees Fahrenheit or 38 degrees Celsius), cough, shortness of breath or difficulties with breathing, chills, fatigue, nausea or vomiting, diarrhea, sore throat, muscle and body aches, headache, congestion or runny nose, or new loss of taste or smell while in a District 97 building, nurses will follow the protocol for assessment, potential isolation, follow-up, and return to school as follows:

- The School Nurse and an administrator at each school will be designated as the point of contact with the Oak Park Department of Public Health about possible exposures within their respective schools, including transportation, classroom, common areas and extracurricular activities.
- School nurses will work with the administrative assistants and school administrators to track and monitor absences and reports of staff and student illnesses.
- Students or staff that arrive at the school sick, or become sick while at school with a COVID-like symptom(s) will be immediately masked, if not already so, and sent to the designated separation room. The separation room (a room that can be used to isolate a sick child for evaluation of the sick individual) will be detailed in school-specific guidance.
- If the nurse is screening a symptomatic student, they will be required to wear a fit tested N95 respirator, face shield or goggles, gown and gloves. The use of N95s is guided by the District 97 Written Respiratory Protection Program in accordance with OSHA guidelines.
- Upon notification from the school that a child is sick, a parent or caregiver should immediately pick the child up from school. Students will be isolated until their parent or caregiver arrives and then will be walked out of the building by the school nurse or other designated school staff.

IDPH COVID-19 Exclusion Guidance

Students or staff members experiencing one or more symptoms of COVID-19 who have not received a test proving or disproving COVID-19:

May return to school when the following conditions are met:

- At least 10 calendar days have passed since your symptoms first appeared **AND**
- They have been fever-free for at least 24 hours WITHOUT fever-reducing medication **AND**
- Other symptoms have improved (for example: the person is no longer experiencing any coughing or shortness of breath) **AND**
- Documentation Needed to Return to School: 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. This documentation must be provided to the School Nurse before the student or staff member returns to the school.

Students or staff members who tested positive for COVID-19 and are having symptoms:

Symptomatic Students and staff who experience symptoms and have tested positive for COVID-19 may return to school when the following conditions are met:

- At least **10** calendar days have passed since symptoms first appeared **AND**
- They have not had a fever for at least 24 hours WITHOUT fever-reducing medication **AND**
- Other symptoms have improved (for example, when your cough or shortness of breath, and other symptoms have improved) **AND**
- Documentation Needed to Return to School: A Release from Isolation letter from the local health department must be provided to the School Nurse before the student or staff member returns to the school.
- The school will notify families, teachers and support staff while maintaining confidentiality as required by the Americans with Disabilities Act and the Family Educational Rights and Privacy Act. The Oak Park Department of Public Health has provided the COVID-19 notification template.

Students or staff members who tested positive for COVID-19 but are asymptomatic:

Students and staff who have not had any symptoms, but test positive for COVID-19 may return to school when the following conditions are met:

- At least **10** calendar days have passed after the test, providing they never develop fever or any other COVID-19 like symptoms and have not been receiving any medication that may suppress a fever.

Students or staff members who tested negative for COVID-19 but symptomatic

Negative COVID-19 diagnostic tests must be from a specimen collected up to 48 hours prior to symptom onset or after, and is valid for only the date the specimen was collected. Students and staff who have tested negative for COVID-19, but are symptomatic may return to school when the following conditions are met:

- They have not had a fever for at least 24 hours **WITHOUT** fever-reducing medication **AND**
- They have not had vomiting or diarrhea for at least 24 hrs. while tolerating a typical intake of food **AND**
- Other symptoms have significantly improved/resolved **AND**
- Documentation Needed to Return to School: A Negative COVID-19 test result OR note from their Physician or Nurse Practitioner, indicating the negative test result **AND** They must present a note, from their Physician or Nurse Practitioner, with an alternative diagnosis and their symptoms must have improved/resolved for the diagnosed condition. This documentation must be provided to the School Nurse before the student or staff member returns to the school.

Students or staff members who are asymptomatic and who were in close contact (per CDC guidelines: [CDC Close Contact Information](#)) to a person with a confirmed positive COVID-19 case OR probable COVID-19 case:

- Are to stay home (quarantine) for **14** calendar days after last exposure to the person with confirmed or probable COVID-19 **AND**
- All areas used by the COVID-19 positive individual should be cleaned and disinfected thoroughly according to CDC guidelines and as described below **AND**
- During this 14-calendar day quarantine, the asymptomatic individual should not have additional contact with the person with the confirmed or probable COVID-19.
- If the previously asymptomatic person then develops COVID-19 symptoms, they should follow the guidelines noted above for students or staff members experiencing one or more symptoms of COVID-19 who have not received a test proving or disproving COVID-19.
- COVID-19 testing is recommended

- Documentation Needed to Return to School: A Release from Quarantine letter from the local health department must be provided to the School Nurse before the student or staff member returns to the school.

Response to Positive COVID-19 Test

If an individual in a school is confirmed COVID-positive, the school nurse and school administrator, will notify the Oak Park Department of Public Health to receive direction. The following protocols will be implemented:

- Immediate notification should be sent to the School Nurse and school administrator from the parent, faculty, or support staff, and this reporting requirement should be communicated to all in advance.
- The school will send an immediate written notification to the Oak Park Department of Public Health and begin discussions on the next steps.
- The school will share with the Oak Park Department of Public Health all available information about the case's movements and potential exposures within the facility. This includes:
 - Total number of classrooms impacted
 - Total number of students at the school and the total number of classrooms
 - Total number of staff at the school
 - Total number of students and staff potentially exposed
 - The COVID-positive individual's reported/observed onset date of symptoms
 - The COVID-positive individual's last day at the school
- If you are contacted by the Oak Park Department of Public Health related to a confirmed, suspected, or potential contact related to COVID-19, please answer their call for further information and instructions.
- If the COVID-positive child/staff person was in the school during their infectious period, i.e., from 48 hours prior to symptom onset (for a symptomatic person) or, 48 hours before specimen collection (for an asymptomatic person) through the date of last attendance, areas used by the individual should be cleaned and disinfected thoroughly according to CDC guidelines and as described below.
- The school will notify families, teachers, and support staff while maintaining confidentiality as required by the Americans with Disabilities Act (ADA) and the Family Educational Rights and Privacy Act. The notification should be sent as soon as possible and include information on symptom monitoring, what to do if symptoms develop, COVID-19 prevention strategies, and information on what the school is doing in response to the positive case. A notification template has been provided by the Oak Park Department of Public Health.

- The COVID-positive individual should remain in home isolation as instructed by the Oak Park Department of Public Health.
- A flowchart decision tree has been provided by IDPH to summarize the process: [COVID-19 Decision Tree](#).

Expectations if Required to Quarantine:

- If an individual student is required to quarantine, they will be provided the option to transition into remote instruction and, if they participate, those days will not be counted as absences.
- If a classroom or multiple classrooms are required to quarantine due to a positive test, impacted students will transition to remote instruction during the quarantine period. If a student participates, those days will not be counted as absences.
- Students who have traveled out of state to those states designated as having a high infection rate of coronavirus, must isolate at home and monitor for symptoms for 14 days before being able to return to school. If students participate in remote learning during the quarantine, those days will not be counted as absences.

Outbreaks

The Oak Park Department of Public Health will work with schools to determine if there is an outbreak. An outbreak in school settings is defined as two or more laboratory-confirmed COVID-19 infections occurring within 14 calendar days of each other in individuals in the same classroom. This meets the criteria for an outbreak because the cases would be epidemiologically linked (known exposure to) with respect to place (same classroom) and time (within 14 calendar days). This would prompt an investigation by the Oak Park Department of Public Health that may result in recommendations for testing and quarantining all students/staff in the affected classroom.

Contact Tracing and Quarantine

Contact tracing is used by health departments to prevent the spread of infectious diseases. In general, contact tracing involves identifying people who have a confirmed or probable case of COVID-19 (cases) and people who they came in contact with (close contacts) and working with them to interrupt disease spread. This includes asking people with COVID-19 to isolate and their contacts to quarantine at home voluntarily. Parents/guardians of a COVID-positive child, or a COVID-positive staff person will be interviewed by personnel from the Oak Park Department of Public Health.

- Parents/guardians and staff must cooperate with the Oak Park Department of Public Health for purposes of conducting contact tracing or any outbreak pursuant to the Control of Communicable Disease Code, 77 Illinois Administrative Code 690.

- All close contacts to a confirmed case of COVID-19 will be placed in quarantine for 14 days and monitored daily by the OPPH for the onset of any signs and symptoms of COVID19.

Classroom, School Building Closure

Decisions regarding the closure or dismissal of a classroom, school and/or other District 97 facility due to COVID-19 will be made by the Superintendent in collaboration with the Oak Park Public Health Department. Decisions about closures will be made carefully and in light of the specific circumstances, keeping the health, safety and needs of our students, families, and staff as the overriding priority. We will implement the following protocols if a confirmed or possible case of COVID-19 is identified in a District 97 building:

- If a person diagnosed with COVID-19 is determined to have been within a District 97 building during the 48 hours prior to symptom onset (for a symptomatic person) or 48 hours before specimen collection (for an asymptomatic person), the building may be closed temporarily for cleaning and disinfection. Building closures will be determined by an Oak Park Department of Public Health investigation as described below.
- An initial, temporary closure allows time for the Oak Park Department of Public Health to gain a better understanding of the COVID-19 situation impacting the school/day care. This allows OPPH to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- Areas used by the individual with COVID-19, e.g., classroom, restrooms, separation room in the School Nurse's office, will be closed off for as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Building and Grounds will clean and disinfect all areas (e.g., offices, bathrooms, and common areas) used by the individual with COVID-19, focusing especially on frequently touched surfaces.

Testing

Current guidance from the CDC, IDPH, and the Oak Park Department of Public Health recommends testing in the presence of symptoms, and/or when an individual has been exposed to someone with COVID-19. If unable to obtain testing through their own health care provider, families may be able to access COVID-19 testing through mobile sites located throughout Northern Illinois. A link to a list of resources provided by Oak Park can be accessed through the following link: [COVID-19 Resources](#).

Privacy

District 97 will not disclose personally identifiable information from a student's education records, including health records, without the consent of a parent/guardian except: (1) when an articulable and significant threat exists to the health or safety of any student or staff due to COVID-19; and (2) sharing of the information will help protect health and/or safety.

In such cases, District 97 will only disclose the minimum amount of information required to address the immediate threat caused by COVID-19.

Supporting Students and Families

Food Services

District 97 will continue to work with its food service provider, Oak Park and River Forest High School District 200 to hold meal distributions. Details will be posted on the district website at <http://www.op97.org> and publicized weekly in district and school newsletters.

Technology

District 97 has and will continue to provide an iPad for all kindergarten through fifth-grade students and a Chromebook for all sixth- through eighth -grade students.

District 97 has expanded the [Internet for All program](#) to all families that do not have Internet access at home. For this program District 97 provides students/families with a hotspot and families with multiple students a sponsored Comcast Essentials home wireless connection.

As part of our consistent and ongoing communication and collaboration with our families, District 97 has streamlined common tools by grade level bands with a Learning Management System. For this, all Kindergarten through second grade students will use Seesaw, third through fifth grade students will use Google Classroom and sixth through eighth grade students will use Canvas. These tools will serve as the main communication tool from teachers to students and families regardless of onsite or remote instruction.

Virtual Support with Audio/Video Conferencing and Notification

Please review the following documents regarding audio/visual conferencing during remote learning:

- [Notification to Families about Virtual Support with Audio/Video Conferencing](#)
- [District 97 PreK-8 Video Guidelines and Tips](#)

Communications and Community Engagement

Communication Methods

Throughout the 2020-2021 school year, District 97 will utilize the following communication methods to keep stakeholders up to date on changes regarding all protocols:

- District 97 website: www.op97.org
- Phone and text alerts via BrightArrow
- Email communication from the district, school principals and teachers
- District social media accounts ([Facebook](#) and [Twitter](#))

COVID-19 Resources and 2020-21 Planning Updates

District 97 has created an online hub (www.op97.org/updatecenter) for updates about COVID-19 and 2020-21 planning, as well as resources (financial, mental health, nutrition, housing, etc.) that support the well-being of our students and families. Additional updates can be found at:

- [Village of Oak Park](#)
- [Oak Park Township](#)
- [Oak Park Public Library](#)
- [Park District of Oak Park](#)
- [Oak Park and River Forest High School District 200](#)

Oak Park Community Resource Guides

The Community Mental Health Board and Oak Park and River Forest Townships have put together a COVID-19 Social Services Resource Guide, which is available at <https://tinyurl.com/oprfguide>.

District 97 social workers and nurses also collaborated on a supplementary [community resource list](#).

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