



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.

Updated Hybrid Learning Models

In October 2020, District 97 Superintendent Carol Kelley formed a [Superintendent Advisory Panel](#) to provide input on the district's draft plans to safely transition students and staff back to in-person instruction. The panel's goals were to:

- Reflect on the current hybrid learning plan and identify areas for further clarification and improvement.
- Ensure that additional parent, staff and community input is reflected in the hybrid learning plan.
- Make recommendations to the superintendent and leadership team to refine the draft hybrid learning plan.
- Present updated hybrid learning plan to the District 97 Board of Education at the December 2020 meeting for approval.

Recommendations for the revised hybrid learning plan were presented and approved on Dec. 15, 2020. The schedules were developed based on stakeholder feedback, recommendations from the Superintendent Advisory Panel, consultation with several medical experts, and extensive research on schedules/best practices being utilized in other school districts, including recently-adopted hybrid plans for [Oak Park and River Forest High School District 200](#) and [River Forest School District 90](#).

Health and Safety Procedures

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. 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

Updated January 21, 2021

Introduction

We developed our original metrics guidance with a strong reliance on a document released by the Harvard Global Health Institute: Path to Zero & Schools: Achieving Pandemic Resilient Teaching and Learning Spaces. The document was considered the industry standard. Most, if not all, school districts were using it in some capacity to develop their return to school metrics. On December 19, this group released new guidance regarding school re-opening determinations, [“Schools and the Path to Zero: Strategies for Pandemic Resilience in the Face of High Community Spread.”](#)

The updated guidance recommends that schools can be open even at the very high levels of community spread, provided schools strictly implement strategies of infection control. It supports using community spread metrics as general points of information—not an automatic trigger to close or delay a school’s opening. The guidance reinforces that schools need to focus their attention on developing ways to measure in-school transmission and the quality of their infection control regime. One of the medical professionals we consulted, Dr. Daniel Johnson, chief of pediatric infectious diseases at the University of Chicago Medical Center, stated the following: “You can’t really establish an absolute threshold for saying that, ‘Oh, if you hit this number that means you have to close. Closures could be necessary at a lower level of spread if mitigation protocols are ignored, while opening with a greater number of infections could be possible if strict rules are followed.”

While the risk of introduction and subsequent transmission of COVID-19 in a school may be lower when community spread indicators are lower, this risk depends on the implementation of school and community mitigation strategies. Suppose community transmission is low, but school and community mitigation strategies are not implemented. In that case, the risk of introduction and subsequent transmission of COVID-19 in a school will increase. Alternately, if community transmission is high, but school and community mitigation strategies are implemented and strictly followed, the risk of introduction and subsequent transmission of COVID-19 in a school will decrease.

Vigilance to mitigation strategies within schools and the broader community will reduce the risk of introduction and subsequent transmission of COVID-19 in schools. Regardless of the level of risk, as determined by the indicators, it is critical that schools use multiple mitigation strategies, including consistent and correct use of masks, social distancing to the extent possible, hand hygiene and

respiratory etiquette, cleaning and disinfection, and contact tracing to help prevent the spread of COVID-19.

The following guidelines will allow District 97 to track cases and outbreaks at a school level to provide flexibility as to when to pause in-person classes on a more targeted basis. The guiding question that our school administrators will need to address daily is whether their school can achieve in-building safety in support of in-person learning, regardless of the rate of community spread.

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

In our previous guidance, we recommended a phased attendance model based solely on the community spread metrics. Consistent with the new guidelines, the point of phasing is less about risk in the surrounding non-school environment and more about ensuring that, at each stage, every school has the capacity to deliver the necessary infection control measures needed to sustain that attendance level. As such, the following attendance stages will still remain in effect:

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 is no adverse impact on 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.
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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).

Core Indicators

To aid the decision-making process regarding schools reopening for in-person learning, the CDC recommends using three core indicators: two measures of community burden and one self-assessed measure of school implementation of key mitigation strategies or level of school impact.

To meet/exceed these recommendations, District 97 schools will continually assess the ability to implement and adhere to the following five key mitigation strategies:

1. Consistent and correct use of masks
2. Social distancing to the extent possible
3. Hand hygiene and respiratory etiquette
4. Cleaning and disinfection
5. Contact tracing in collaboration with Oak Park Public Health Department

In addition to the mitigation strategies/level of impact indicator, District 97 administrators will review the [Village of Oak Park COVID-19 Status Report](#). This report, currently sent out on Mondays, Wednesdays and Fridays, provides a summary snapshot of the COVID-19 situation in Oak Park, including the case incidence rates for Oak Park and Cook County and detailed case information on the youth population of Oak Park. To further guide our decision-making process, we will also monitor the Region 10 positivity rate using the [IDPH website](#).

Consideration of School Impact

Schools open for in-person instruction should evaluate the level of impact that COVID-19 transmission has had within their specific school. Some considerations include:

- The number of outbreaks experienced and their proximity in time to each other;
- The size of an outbreak(s) (number of cases/close contacts identified);
- The level of spread within the school (e.g., whether cases are confined to a particular classroom or grade level);

- The level of student and/or staff absenteeism due to illness and the staff/faculty capacity.

These criteria and impact levels may change during the remainder of the school year as we better understand how COVID-19 impacts schools.

Criteria to Consider	Level of School Impact*		
	Low	Medium	High
Transmission within School	Zero or sporadic cases with no evidence of transmission in school.	Two outbreaks within a short span of time or sporadic outbreaks in school. The size of outbreaks remains small.	Several outbreaks in school within a short span of time; the size of outbreaks is large or scope of outbreaks is significant (e.g. multiple classrooms or grade levels are impacted).
Student Absenteeism	At baseline/Low	Slightly above baseline	High
Staff Capacity**	Normal	Strained	Critical

*Depending on the level of COVID-19 transmission in the school and outbreak status, Oak Park Public Health may recommend adjustments to our mitigation strategies. In some circumstances, OPPH may recommend temporary closure of school/remote learning for a short period of time to control transmission before re-opening.

**This subjective assessment will factor in a specific school’s ability to maintain adequate staff for facility operations, teaching (including substitute teachers), and administrative functions.

Adherence to mitigation strategies in schools and the broader community will reduce the risk of introduction and subsequent spread of COVID-19 in schools. Notably, even when a school carefully plans and prepares, cases of COVID-19 may still occur. Having detailed plans in place for the occurrence of cases in schools can help quickly mitigate the impact and may allow our schools to remain open for in-person learning, if deemed appropriate, in collaboration with Oak Park Public Health.

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 ([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 (e.g., days, weeks, months, rest of school year) to respond effectively.

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. Under the revised hybrid plans (December 2020), the district will utilize live streaming to provide instruction to students who are learning from home.
2. **Hybrid Learning:** Depending on hybrid learning enrollment, students may be assigned to two groups to reduce the density in our buildings. Schedule information is included below.

Learning Selection Form

All families will be asked to complete an online form to select their learning model for each student each trimester. The selection will apply for the duration of that trimester.

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

Yes. District 97 will utilize live streaming to provide instruction to remote learning students. This solution will allow students to maintain their current teacher, regardless of the learning model selected.

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 via live streaming) 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.**

Maintaining Class/Teacher Assignments: Live Streaming

Following the release of our original hybrid plan in October 2020, we received overwhelming feedback from families and staff to prioritize existing class/teacher assignments. Based on research and recommendations from other school districts, we have identified live streaming as a solution that would:

- Allow students to maintain their current teacher, regardless of the learning model selected.
- Increase direct contact/instructional time each week with teachers (i.e. almost double the time from an AM/PM model).
- Provide the flexibility in planning (i.e. adaptive pauses for metric spikes).
- Maintain a sense of community where all students see each other, and are not only with students in the same model chosen.

[Click here to view a video about live streaming in District 97.](#)

Hybrid Learning Model

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

- 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

Hybrid Learning Schedules *(Updated December 2020)*

Elementary School Hybrid Schedules

Key features of the updated elementary school schedule:

- A/B cohorts to reduce density in our buildings (required if more than 54% of students select hybrid learning)
 - **If more than 54% choose hybrid, students attend in-person learning 2-3 days per week (Group A - Monday/Tuesday, Group B - Thursday/Friday, and alternating Wednesdays), from 8 a.m. to 12 p.m.** All students would participate in remote learning from 1 p.m. to 3 p.m.
 - **If 54% or fewer choose hybrid, students attend in-person learning 5 days per week from 8 a.m. to 12 p.m.** All students would participate in remote learning from 1 p.m. to 3 p.m.
- Students who require a moderate to intensive level of specialized support (students with disabilities and English Learners) will have access to four to five days of in-person instruction, dependent on the finalized model.

The adjusted elementary hybrid schedule includes a few key updates from October:

- Increased time for on-site learning by one hour
- Changed alternating day from Friday to Wednesday
- Utilize live streaming to maintain class/teacher assignments
- Snack break (no longer than 15 minutes) will be permitted, following guidelines developed in consultation with medical experts. Snacks will be consumed outside when possible (weather permitting).

Elementary School Hybrid Schedule(s)

**Final schedule will be dependent on hybrid learning enrollment.*

If more than 54% elect in-person hybrid model	Monday	Tuesday	Wednesday	Thursday	Friday
<p>8 a.m. - 12 p.m. In-person or remote via live streaming</p> <p>12 p.m. - 1 p.m. is lunch/travel for students</p> <p>1 p.m. - 3 p.m. Remote learning for all students</p>	<p>Group A: In-person instruction/ asynchronous instruction in afternoon</p> <p>Group B: Remote instruction via live streaming/ Asynchronous instruction in afternoon</p>	<p>Group A: In-person instruction/ asynchronous instruction in afternoon</p> <p>Group B: Remote instruction via live streaming/ Asynchronous instruction in afternoon</p>	<p>Group A (Alternating weeks) In-person instruction/ asynchronous instruction</p> <p>Group B (Alternating weeks) Asynchronous/ remote instruction</p>	<p>Group B: In-person instruction/ asynchronous instruction in afternoon</p> <p>Group A: remote instruction via live streaming/ Asynchronous instruction in afternoon</p>	<p>Group B: In-person instruction/ asynchronous instruction in afternoon</p> <p>Group A: remote instruction via live streaming/ Asynchronous instruction in afternoon</p>

** 20 hours, 50 minutes in-person instruction every 2 weeks, or 10 hours, 25 minutes per weekly avg.*

Based upon last survey (54% or fewer)	Monday	Tuesday	Wednesday	Thursday	Friday

8 a.m. - 12 p.m. In-person or remote via live streaming	Hybrid Group In-person instruction/ asynchronous instruction				
12 p.m. - 1 p.m. is lunch/travel for students	Remote Only Group Remote instruction/ asynchronous instruction				
1 p.m. - 3 p.m. Remote learning for all students					

Middle School Hybrid Schedules

Key features of the updated middle school schedule:

- Three-week rotation - only one grade level will be provided the opportunity to be on site each week. All students in that grade level whether, remote or on-site, will follow the hybrid schedule for that week (in-person learning and remote learning via live streaming), while the other two grade levels receive remote instruction.
- The final schedule and how many days students are on site will depend on how many students select hybrid learning. ***Please note that the length of the day differs between the two schedules.**
- **If 54% or more of students select hybrid, students will be on site TWO days every three weeks (divided into two cohorts):**
 - **During the on-site week, students would attend from 9 a.m. to 1:20 p.m.**
 - **Group 1 (hybrid students)** will attend Monday and Tuesday, while students in Group 2 and remote learning students experience live streaming.
 - **Group 2 (hybrid students)** will attend Wednesday and Thursday, while students in Group 1 and remote learning students experience live streaming.
 - **Group 3 (remote-only students)** will participate remotely via live streaming Monday through Thursday.
 - All students will participate in asynchronous learning from 2:20 p.m. to 3:30 p.m.
 - **Friday will always be a Remote Learning Day** for all middle school students, following the current A/B remote schedule.
 - The two grade levels not on site will receive remote instruction all week, following the current A/B remote schedule.
- **If less than 54% number of students select hybrid, students will be on site FOUR days every three weeks:**

- **During the on-site week, students would attend Monday through Thursday, from 9 a.m. to 12:40 p.m.**
 - **Group A (hybrid students)** would attend in person
 - **Group B (remote learning students)** will participate in remote learning via live streaming
- Both groups will participate in asynchronous learning from 1:40 p.m. to 3:30 p.m.
- **Friday will always be a Remote Learning Day** for all middle school students, following the current A/B remote schedule.
- The two grade levels not on site will receive remote instruction all week, following the current A/B remote schedule.

Guiding Assumptions for the Middle School Schedules:

- Based on the guidance from medical professionals, middle school student cohorts should be maintained.
- In response to community feedback and our commitment to equity, this model reflects the following commitments:
 - Students will not be cohorted according to accelerated math courses
 - Students with disabilities will not be the only student group that moves throughout the building.
 - In using this opportunity to transform our practice, we are working to provide in-person project- based learning opportunities for students on a rotating basis while maintaining the current remote learning middle school schedule.

Middle School - 54% of Students or More Selecting Hybrid Option					
MS Week 1 6th Grade	Monday A Day	Tuesday B Day	Wednesday A Day	Thursday B Day	Friday A Day
9 a.m. - 1:20 p.m.* In- person or remote via live streaming for project-based learning every 3 weeks.	Group 1: In-person instruction	Group 1: In-person instruction	Group 2: In-person instruction	Group 2: In-person instruction	Remote day for all following current remote learning schedule
1:20 p.m. - 2:20 p.m. is lunch/travel	Group 2 & 3: Live streaming	Group 2 & 3: Live streaming	Group 1 & 3: Live streaming	Group 1 & 3: Live streaming	
2:20 p.m. -	Group 1, 2 & 3: Asynchronous				

3:30 p.m. Asynchronous instruction (staff onsite)	*Group 3: <i>Students who opt for 100% remote</i>				
MS Week 1 7th & 8th Grade	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule

Middle School - 54% of Students or More Students Selecting Hybrid Option

MS Week 2 7th Grade	Monday B Day	Tuesday A Day	Wednesday B Day	Thursday A Day	Friday B Day
<p>9 a.m. - 1:20 p.m.* In-person or remote via live streaming for project-based learning every 3 weeks.</p> <p>1:20 p.m. - 2:20 p.m. is lunch/travel</p> <p>2:20 p.m. - 3:30 p.m. Asynchronous instruction (staff onsite)</p>	<p>Group 1: In-person instruction</p> <p>Group 2 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p> <p>*Group 3: <i>Students who opt for 100% remote</i></p>	<p>Group 1: In-person instruction</p> <p>Group 2 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p>	<p>Group 2: In-person instruction</p> <p>Group 1 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p>	<p>Group 2: In-person instruction</p> <p>Group 1 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p>	Remote day for all following current remote learning schedule
MS Week 2 6th & 8th Grade	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule

Middle School - 54% of Students or More Selecting Hybrid Option

MS Week 3 8th Grade	Monday A Day	Tuesday B Day	Wednesday A Day	Thursday B Day	Friday A Day
<p>9 a.m. - 1:20 p.m.* In- person or remote via live streaming for project-based learning every 3 weeks.</p> <p>1:20 p.m. - 2:20 p.m. is lunch/travel</p> <p>2:20 p.m. - 3:30 p.m. Asynchronous instruction (staff onsite)</p>	<p>Group 1: In-person instruction</p> <p>Group 2 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p> <p>*Group 3: <i>Students who opt for 100% remote</i></p>	<p>Group 1: In-person instruction</p> <p>Group 2 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p>	<p>Group 2: In-person instruction</p> <p>Group 1 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p>	<p>Group 2: In-person instruction</p> <p>Group 1 & 3: Live streaming</p> <p>Group 1, 2 & 3: Asynchronous</p>	Remote day for all following current remote learning schedule
MS Week 3 6th & 7th Grade	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule

Middle School - Less than 54% of Students Selecting Hybrid Option

MS Week 1 6th Grade	Monday A Day	Tuesday B Day	Wednesday A Day	Thursday B Day	Friday A Day

<p>9 a.m. - 12:40 p.m.* In- person or remote via live streaming for project-based learning every 3 weeks.</p> <p>12:40 p.m. - 1:40 p.m. is lunch/travel</p> <p>1:40 p.m. - 3:30 p.m. Asynchronous instruction (staff onsite)</p>	<p>Group A: In-person instruction</p> <p>Group B: Live streaming</p> <p>Group A & B: Asynchronous</p> <p><i>*Group B: Students who opt for 100% remote</i></p>	<p>Group A: In-person instruction</p> <p>Group B: Live streaming</p> <p>Group A & B: Asynchronous</p>	<p>Group A: In-person instruction</p> <p>Group B: Live streaming</p> <p>Group A & B: Asynchronous</p>	<p>Group A: In-person instruction</p> <p>Group B: Live streaming</p> <p>Group A & B: Asynchronous</p>	<p>Remote day for all following current remote learning schedule</p>
<p>MS Week 1 7th & 8th Grade</p>	<p>Remote day for all following current remote learning schedule</p>	<p>Remote day for all following current remote learning schedule</p>	<p>Remote day for all following current remote learning schedule</p>	<p>Remote day for all following current remote learning schedule</p>	<p>Remote day for all following current remote learning schedule</p>

Middle School - Less than 54% of Students Selecting Hybrid Option

<p>MS Week 2 7th Grade</p>	<p>Monday B Day</p>	<p>Tuesday A Day</p>	<p>Wednesday B Day</p>	<p>Thursday A Day</p>	<p>Friday B Day</p>
<p>9 a.m. - 12:40 p.m.* In- person or remote via live streaming for project-based learning every 3 weeks.</p> <p>12:40 p.m. - 1:40 p.m. is lunch/travel</p>	<p>Group A: In-person instruction</p> <p>Group B: Live streaming</p>	<p>Remote day for all following current remote learning schedule</p>			

<p>1:40 p.m. - 3:30 p.m. Asynchronous instruction (staff onsite)</p>	<p>Group A & B: Asynchronous</p> <p>*Group B: <i>Students who opt for 100% remote</i></p>	<p>Group A & B: Asynchronous</p>	<p>Group A & B: Asynchronous</p>	<p>Group A & B: Asynchronous</p>	
<p>MS Week 2 6th & 8th Grade</p>	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule

Middle School - Less than 54% of Students Selecting Hybrid Option

<p>MS Week 3 8th Grade</p>	<p>Monday A Day</p>	<p>Tuesday B Day</p>	<p>Wednesday A Day</p>	<p>Thursday B Day</p>	<p>Friday A Day</p>
<p>9 a.m. - 12:40 p.m.* In- person or remote via live streaming for project-based learning every 3 weeks.</p> <p>12:40 p.m. - 1:20 p.m. is lunch/travel</p> <p>1:40 p.m. - 3:30 p.m. Asynchronous instruction (staff onsite)</p>	<p>Group A: In-person instruction</p> <p>Group B: Live streaming</p>	Remote day for all following current remote learning schedule			
<p>Group A & B: Asynchronous</p> <p>*Group B: <i>Students who opt for 100% remote</i></p>	<p>Group A & B: Asynchronous</p>	Remote day for all following current remote learning schedule			
<p>MS Week 3 6th & 7th Grade</p>	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule	Remote day for all following current remote learning schedule

Elementary School: Sample Hybrid Schedules

Time of Day	Hybrid Students all 5 Days				
	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:20	Staggered Entry/Start				
8:00-10:45	Reading/Writing/ELA	Reading/Writing/ELA	Reading/Writing/ELA	Reading/Writing/ELA	Reading/Writing/ELA
10:45-12:00	Mathematics	Mathematics	Mathematics	Mathematics	Mathematics
12:00-1:00	Travel home Lunch for all				
1:00-3:00	Student work Synchronous/ Asynchronous instruction: English Language Arts, Mathematics, Social Studies, Science; Specials Teacher plan time				
3:00 PM	End of day				

Hybrid Model Sample Schedules: Middle School

 BROOKS HYBRID AGENDA*	
8:50AM	STUDENT ARRIVAL AT ASSIGNED ENTRANCE
9:00-9:10AM	HYBRID STUDENTS GET SITUATED; REMOTE STUDENTS JOIN ZOOM AT 9:10AM
9:10-9:40AM	SEL, SECOND STEP, COMMUNITY BUILDING, OR SOCIAL EMOTIONAL ACTIVITY SELECTED BY TEACHER
9:40-9:50AM	MOVEMENT BREAK
9:50-10:50AM	PROJECT WORK AND TIME FOR A STATUS CHECK
10:50-11:00AM	MOVEMENT BREAK
11:00-11:20AM	ASYNCHRONOUS ASSIGNMENT <u>PLANNING</u>
11:20 AM TO STAGGERED DISMISSAL	PROJECT WORK AND TIME FOR A STATUS CHECK

12:40-1:40PM	TRAVEL HOME AND LUNCH
1:40-2:10PM	STUDENTS MAY CONNECT VIA ZOOM WITH THEIR CORE TEACHERS TO ASK QUESTIONS ABOUT THEIR ASYNCHRONOUS ASSIGNMENTS

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 four or five days per week, dependent on the finalized model.

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.

Health and Safety Guidelines

The sections that follow reflect the insights, experiences, and expertise of a wide range of individuals, including the Safety Operations Core Planning Group, the Superintendent's Advisory Panel, and medical professionals with backgrounds in Epidemiology, Pediatrics, and Infectious Disease. 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.**

Adjusting the Plan When Needed

Guidance from IDPH is updated weekly to account for our growing understanding of COVID-19 and effective strategies for preventing the spread of the virus. As a result, our plans will likely adjust over time. Members of the District 97 Administration and the Nursing staff are in nearly daily communication with the OPDPH, and both closely monitor guidance from IDPH, ISBE, the CDC, and OPDPH.

Family Responsibilities

Parents play a critical role in the education of their child in District 97 schools. Parents are the experts on their children. As we adjust to our new "normal," parents play a vital role in helping children feel safe and secure during these times. District 97 is giving families the choice to send their child to school or to keep them at home. There is no easy or straightforward option, and all families must consider their unique circumstances. We support our parents and your decision.

If your child chooses in-person learning, we ask that you help prepare your child for the changes they will experience. Here are just a few of these changes: separated desks facing forward, partitions at 1:1 learning spaces, no sharing of items, wearing a mask, teachers not being able to high-five them, no pep rallies or other large gatherings, etc. We also ask for your help monitoring their activities off-campus and reinforcing restrictions on behavior that puts them at risk. To effectively minimize exposure, we ask that students remain on campus for the full amount of in-person learning. Please help us by scheduling appointments outside of these in-person hours as much as possible. Please note that students should not be picked up early for any reason other than at the request of school staff.

The ability to continue with in-person instruction relies on safe choices by students on and off-campus. Sheltering when not at school and following the essential precautions will continue to help decrease the spread of COVID -19—wear a mask, wash hands, and watch your distance when with anyone outside of your household.

If your child chooses to learn remotely, we ask that you help us make sure they have all they need to maintain their academic responsibilities and to stay connected to the school and their peers. Let your child's teacher or adviser know if they need help in any area. Planning and flexibility are critical as we continue to amend our schedules.

Student Responsibilities

As we move forward toward in-person instruction, District 97 aims to provide an environment that enables student learning and provides a safe place for students during the public health emergency of the COVID-19 pandemic. Every community member must understand how interconnected we all are. A commitment to continuing in-person instruction means an understanding of our shared responsibility. Thus, all students must know, understand, agree to, and abide by the rules and guidelines established by District 97.

It is vital that all students understand, acknowledge, and agree to the rules and guidelines to return to in-person learning. These rules and guidelines may be updated and revised as we receive additional guidance from local, state, and federal government agencies.

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. Through the use of a digital tool, the screening involves answering a series of questions related to COVID-19. The parent or guardian must also complete a temperature check to ensure a temperature below 100.4 degrees Fahrenheit. 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 completing the home health digital screening checklist and 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 or 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

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 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](#).

Food

District 97 continues to research how to implement lunch and snack time for our students safely. Medical professionals have made recommendations to allow snacks for a predetermined time during instruction

by the teacher. We continue to work with our nursing staff and outside medical professionals to determine the timeframe to minimize the risk of transmission.

Handwashing

One of the most effective ways to prevent the spread of COVID-19 is for everyone to wash their 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 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 availability fluctuations. 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 (200,000), child-sized disposable masks (100,000), disposable gowns (1000), N95 Respirators (7,500), no-touch hand sanitizer dispensers for every classroom, alcohol-based gel hand sanitizer, no-touch thermometers (100) and disinfecting wipes. The Illinois Emergency Management Association (IEMA) also 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

Research has consistently shown that one of the most effective measures we can take to protect our own and others' health is to wear a mask. 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. During school hours, including student arrival and departure, face coverings will also be required to be worn while outside on school grounds.

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 so that children can become more comfortable with the process. Also, 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. 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, even when social distancing can be maintained—unless they are younger than 2, have trouble breathing, or are unconscious/incapacitated.
- During school hours, face coverings will also be required at all times while on school grounds, including student arrival and departure.
- 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 cover the mouth and nose. It should be tight-fitting, but the user should be able to breathe and speak easily. A mask that moves and slides down the face is not doing its job.
- Bandanas, masks with valves and gaiters are not allowed as they allow for leakage of aerosolized droplets.
- 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. If possible, students should keep a second cloth mask with their belongings.

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 returns to in-person learning, 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, unless there is an emergency.
- Restroom use will be limited to the number of students required to maintain physical distancing.
- Lockers will not be used. Students will keep their belongings with them.
- Movement of staff into or out of learning spaces will be limited to ensure adherence to social distancing and reduce the 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.

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 main building entries and exits, and strategically placed throughout the school building as necessary.

- A disinfectant schedule will be established for each school 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

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, Mann Elementary School, Whittier Elementary School, Holmes Elementary School, Beye Elementary School, and Lincoln 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 30%. We also calculated the code required ventilation for the same sample of classrooms and have determined that they all are designed to meet or exceed the code required minimum ventilation rate as required by the 2018 International Mechanical Code. The International Mechanical Code ventilation requirements are calculated using a formula based on Occupancy Classification, Occupant Density, and Floor Area and follows ASHRAE Standard 62.1.*
- *ASHRAE's Epidemic Task Force now recommends that facilities "provide and maintain at least required minimum outdoor airflow rates for ventilation as specified by applicable codes and standards" to reduce airborne infectious aerosol exposure. Based on our sample, we believe that all District 97 facilities comply with this recommendation.*
- CS2 Design Group also 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:
 - *As Oak Park Elementary School District's engineer of record since 2013, we design all district projects to follow Illinois State Board of Education (ISBE) Administrative Code 180.60. This code indicates the applicable standard shall be the International Mechanical Code (IMC) 2015. The ventilation portion of IMC is based upon ASHRAE Standard 62.1. Per IMC 2015, mechanical*

ventilation outdoor air rates are calculated based on table 403.3.1.1 Minimum Ventilation Rates. The table dictates the outdoor airflow rates based upon space classification. Outdoor air rates for elementary schools vary per space. A classroom would have a different outdoor air rate than a gymnasium or cafeteria, due to the classification, occupancy, table values, and square footage. For example, an average D97 classroom of 820 square feet requires a code minimum outdoor air rate of 388 cubic feet per minute (cfm). Outdoor air ranges from 25.7% - 30% of supply air. The classroom HVAC units have been designed to provide 450 cfm of outdoor air which is a 16% increase over minimum code requirements. Any increase over the code required minimum contributes to a healthier building.

- Filters are checked and changed monthly and noted in the preventative maintenance records database of *School Dude*. We have selected MERV ratings that are maximized for equipment capabilities, using MERV 13 when equipment allows.
- All rooftop equipment has been maintained and inspected for proper 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, and 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.
- 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 arrival entrances and throughout each school.

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, during school hours, including student arrival and departure, face coverings will also be required to be worn while outside on school grounds. In addition, strict hand sanitation protocols will be 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 Lakeview's 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.

Foundational Assumptions

- 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 isolation room. The isolation room (a space that can be used to isolate a sick child for evaluation of the sick individual) will be detailed in school-specific guidance.
- Every symptomatic person should be evaluated by their healthcare provider on a case-by-case basis and decisions to test for COVID-19 should be based on their personal health history. Each episode of new symptom onset should be evaluated. Diagnostic testing is strongly encouraged whenever an individual experiences COVID-like symptoms; it is possible to have COVID-19 and other health conditions at the same time. Early diagnosis can prevent further transmission. Individuals who have undergone testing should remain home away from others while waiting for COVID-19 test results.
- 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. The expectation is that the student pick up is completed within 1-hour of the initial phone call. 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. The parent or caregiver will be required to show ID and wear a mask to pick up the student.
- Deciding when to keep a sick child at home from school is not always easy. It is important for children to attend school and for some, parents staying home means missing work. But when a child is truly sick, they need to stay home in the care of an adult to get well and to prevent spreading illness to others. Please keep the school office up to date with current emergency contact information so you or an alternate contact can be reached if your child becomes ill or injured at school.

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.

- 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.
- Working with the District supervision structure, nurses will collaborate with the Oak Park Department of Public Health in following IDPH directives concerning COVID-19.

Travel Restrictions and Quarantine

Travel increases the risk of exposure to the coronavirus for our students, staff and community. Postponing travel and staying home is the best way to protect yourself and others from COVID-19.

You and your travel companions (including children) may feel well and not have any symptoms, but you can still spread COVID-19 to family, friends, and the community after travel.

Village of Oak Park Travel Order

As of the issuance of this plan, the Village of Oak Park adopted the Cook County Department of Public Health travel restrictions. The recommendations are a 14-day quarantine for anyone who has traveled outside out of state for more than 24 hours. Oak Park's Department of Public Health is following the lead of the Cook County Department of Health regarding any updates to the list of included states.

Updated guidance is available on the [CCDPH website](#). We ask that students and staff who travel out of state for more than 24 hours self-quarantine for 14 days and inform the school they will be remote learning during this time. Additional information about staff guidelines will be provided separately.

District 97 School-Sponsored Travel Restrictions

All school travel, international and domestic, is prohibited until further notice and should not be planned or scheduled at this time. This applies to school-sponsored trips and staff professional development. Additionally, field trips will not be offered until further notice. We are encouraging staff to explore creative options for alternative work and collaboration.

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 steps below for any person presenting with new or unexplained symptoms of COVID-19 while at school:

1. If the person is not already wearing a mask, ask them to put a mask on. Be sure the mask is properly covering the nose and mouth.
2. Follow nursing standards for patient assessment and determine the need for isolation.

3. The school nurse should wear recommended COVID-19 personal protective equipment (PPE) when in the same room as the person suspected to have COVID-19.

Recommended PPE includes:

- N95 respirator
- Eye protection (goggles or face shield) if the nurse is within six feet of the person, OR if the symptomatic person is unable to wear a face mask (even if more than 6 feet away)
- If prolonged close contact is anticipated (within 6 feet of the person for 10 total minutes or more), or if there is contact with the person's secretions/excretions, then wear all appropriate recommended PPE including N95 respirator, eye protection, gown, and gloves

4. Record the person's temperature.

5. Perform a brief assessment of the person's symptoms. Keep any assessment brief and stay at least 6 feet away to the extent possible.

IDPH COVID-19 Exclusion Guidance

Exclusion Status A—Students or staff members who tested positive for COVID-19 OR COVID-like symptoms without COVID-19 testing and exposed to confirmed cases:

- Stay at home for 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).
- Close contacts should quarantine.
- The school will notify families, teachers and support staff while maintaining confidentiality as required by law.

Exclusion Status B—Students or staff members with a negative COVID-19 diagnostic test.

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. In addition, the following conditions must be met in order for the individual to return to school:

- 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

Exclusion Status C—Students or staff members with an alternative diagnosis without a negative COVID-19 diagnostic testing:

- Stay home until symptoms have improved/resolved per return-to-school criteria for the diagnosed condition **AND**
- They have not had a fever for at least 24 hours WITHOUT fever-reducing medication **AND**
- If testing is not performed due to the clinical judgment of the healthcare provider, a medical note is needed to return to school documenting that there is no clinical suspicion for COVID-19 infection and indicate an alternative diagnosis with exclusion consistent with this diagnosis. This documentation must be provided to the School Nurse at least one day before the student or staff member returns to the school.

Exclusion Status D—Students or staff members experiencing one or more symptoms of COVID-19 who have not received diagnostic testing or a clinical evaluation:

May return to school when the following conditions are met:

- At least 10 calendar days have passed since 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)
- Household members (e.g. siblings, parents) should quarantine.

Exclusion Status E—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**
- 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.

Response to Positive COVID-19 Test

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

- The school will send an immediate 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 Public Health Department, please answer their call; it may be related to a confirmed, suspected, or potential contact related to COVID-19 and it is important to receive 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 as needed while maintaining confidentiality as required by the law.
- 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 for more than 24 hours 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

On November 4, 2020, the CDC redefined the threshold levels for declaring an “outbreak” in an educational setting. Five COVID-19 infections (laboratory-positive by PCR or antigen testing) occurring within 14 calendar days of each other in individuals in the same classroom would meet the case definition for an outbreak in a Pre-K-12 school. This is because the cases would be epidemiologically linked (by known exposure) with respect to place (same classroom) and time (within 14 calendar days). This would prompt an investigation by the OPDPH that may result in recommendations for testing and quarantining all students/staff in the affected classroom.

Close Contact

A close contact is anyone (with or without a face covering) who was within 6 feet of a confirmed case of COVID-19 (with or without a face covering), for a cumulative total of 15 minutes or more over a 24-hour period during the infectious period. Repeated exposures result in an increased amount of time of exposure; the longer a person is exposed to an infected person, the higher the risk of exposure/transmission. The infectious period of close contact begins 2 calendar days before the onset of symptoms (for a symptomatic person) or 2 calendar days before the positive sample was obtained (for an asymptomatic person). If the case was symptomatic (e.g., coughing, sneezing), persons with briefer periods of exposure may also be considered contacts. Close contacts to a confirmed case of COVID-19 are required to remain in quarantine at home for 14 calendar days starting from the last day of contact with the confirmed case.

Contact Tracing

When a COVID-19 infection is identified among a student or staff member in a school, it is critical to conduct immediate contact tracing and identify all students and staff members who have been in close contact with this person. This should be done individually for each person identified with COVID-19 in the school, including laboratory-confirmed and suspect cases.

Contact tracing slows the spread of COVID-19 by identifying and notifying people that they may have been exposed, asking them to monitor their health, and asking them to self-quarantine. Timely and thorough contact tracing can effectively interrupt the chain of disease transmission and is an important public health intervention to prevent or contain an outbreak. Further transmission may be prevented by keeping those that may have been exposed to COVID-19 away from others.

- Parents/guardians and staff must cooperate with the OPDPH 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.
- Contact tracing will be directed by OPDPH. District 97 Administrators and the Nursing staff attend weekly meetings with OPDPH to ensure everyone is operating with timely information. District 97 will assist public health departments in knowing who may have had contact at a school with a confirmed case by:
 - Keeping accurate attendance records of students and staff members;
 - Ensuring student schedules are up to date;
 - Keeping a log of any visitors, including date, time and where in the school they visited;
 - Assisting local health departments with contact tracing of school-based contacts in accordance with the protocol, training, and tools; and

Maintaining confidentiality as required by federal and state laws and regulations.

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. This allows OPPH to help the

school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow the further spread of COVID-19.

- Areas used by the individual with COVID-19, e.g., classroom, restrooms, isolation room in the School Nurse's office, will be closed off for as long as practical before beginning cleaning and disinfection to minimize the 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. In addition, when determining what information may be shared without consent, District 97 will take into account other reasonably available information that could potentially enable non-identifiable information to become identifiable.

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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