



# NORTH SHORE COUNTRY DAY

**Return-to-School Plan**

JULY 30, 2020

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# Part 1: Introduction and Guiding Principles



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## Part 1: Introduction

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Over the last few months, we have learned a tremendous amount—about ourselves and what we value most; about our school community and its resilience; about our state, nation and world. A global pandemic, economic crisis, upcoming election and important conversations about racial justice ensure that the school year ahead will be like no other. Our task, administratively, has been to prepare for the multiple ways that each of these—and their inevitable intersection—will impact the delivery of a North Shore Country Day education, so we can reopen school responsibly.

This plan is the result of months of work across all divisions and departments of the School, is guided by recommendations from medical professionals and governmental agencies, and reflects the **guiding principles** previously communicated:

1. Prioritizing student, faculty, staff and family health, safety and well-being.
2. Delivering a powerful, connected learning experience for students with a strong preference for face-to-face learning.
3. Shaping our policies and practices based on data, research and up-to-date guidance from local, state and national agencies, with medical experts who have helped guide us.
4. Providing consistency and predictability for students, faculty, staff and families.

This plan also reflects that much is changing and will continue to change. Despite our best efforts to provide certainty for students, parents, faculty and staff at this time, we must acknowledge that much remains unknown and much will change by the start of school next month. As such, this outline must be seen as our best understanding, as of today, of how we will approach reopening school this August.

**Things could change and change quickly.**

Our planning has therefore incorporated **maximum flexibility**, so we will be able to transition seamlessly to alternate models should the need arise. That could mean a shift to remote learning at a moment's notice or it could mean expanding the in-person school day should it become practicable.

Finally, we believe our plans are **not only responsible, but achievable**. If we are allowed to reopen, our approach satisfies all of our guiding principles and meets or exceeds state and federal recommendations. We don't believe we are overpromising what we can safely offer.

Our half-day plan allows us space (literally and temporally) to assess, adjust and acclimate to new conditions, while still providing students with an in-person, academic and interpersonal environment where they can safely learn, grow, and even thrive. In the event we need to transition to remote learning, the professional development work in which our teachers have engaged this summer will ensure that our students experience a first-rate program that takes the best of our spring remote learning approach and makes it even stronger.

Below you will find discussion of the following areas:

**Part One** of this document explains the **design principles** behind our work and clearly states the **rights and obligations** we will need to respect for a successful and safe launch to the school year.

**Part Two** details the three main pathways for learning we have prepared for this year, and asserts the **Half-Day Hybrid Model** as our intention for the start of the school year, even as we prepare for robust remote learning when needed. It also includes information about divisional schedules and space usage.

**Part Three** outlines the extensive **health and safety protocols** we have designed for our on campus models, including topics such as masks, social distancing, campus configuration, cleaning and sanitation, and personal hygiene. All of these efforts are designed to **mitigate risk**, acknowledging that elimination of all risk is impossible.

**Part Four** of this document provides specifics on our approach to **athletics and other activities** for the 2020-21 school year.

**Part Five** solicits questions for further discussion and lists significant **resources** consulted, recognizing there are many more details to unpack and decisions yet to be made.

In closing, I would be remiss if I did not acknowledge some thank yous. First, our teachers have given their time this summer in order to give our students the best possible educational experience in extraordinary times. They are an incredible group and we are in their debt. The campus staff have been hard at work all summer preparing our buildings, tech infrastructure and our operational plans to welcome us all back this fall. The North Shore administrative team has worked tirelessly to make these plans and coordinate across all three divisions. Finally, our front line superstars, Director of Operations Cindy Hooper, and School Nurse Jamie Valker, have been indefatigable in their work to prepare for a safe return.

Parents, I am grateful for our partnership. It is one of the hallmarks of the NSCD experience. This year more than ever it will be crucial for us to support each other as we support our students, faculty and staff.

Best,

A handwritten signature in black ink that reads "Thomas J. Flemma". The signature is written in a cursive, flowing style.

Tom Flemma  
Head of School

# Guided by Our Mission and Values

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COVID-19 has challenged every element of modern society. Yet we at NSCD know both intellectually and instinctively that our strength lies in the empathy and talent of our diverse, interconnected community. In a time of such uncertainty, when clear guidance is elusive, we must be grounded in our mission and values as we make important decisions. By following them, we not only increase the chances of making sound decisions, but we model the approach that we believe our students and families should follow in making their own decisions: employing research, consulting experts, considering the collective good along with our own and then acting with conviction and confidence. The following will guide us as we open school no matter the mode of learning.

## **Our Mission:**

At NSCD, we prepare our students with a challenging education that requires them to think critically, communicate effectively and engage fully in their intellectual growth and personal development. In doing so, they become self-confident, ethical citizens of the world who embody our motto, "Live and Serve."

## **Our Pillars:**

Since our founding we have committed to answering a fundamental question: **What Matters Most** when educating a child? Our answer has always been a holistic, intentionally designed learning experience focused on four core pillars:

### **Connecting**

Constantly building bridges within and beyond our diverse JK-12 community helps us understand ourselves, each other and our world.

### **Challenging**

Truly knowing our students allows us to challenge and support them as individual people and learners.

### **Engaging**

There are no spectators at NSCD. Active participation in academic, artistic, athletic and service activities promotes the adaptive intellectual and emotional skills we value.

### **Exploring**

We push our students to participate widely and take risks regularly, ensuring they stretch, explore, stumble and grow. In doing so they discover their passions and strengths, developing critical skills that carry them successfully into college and beyond.

## Shared Purpose, Shared Responsibility: Living & Serving in a COVID-19 World

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We know this much: Whatever model we are able to achieve, **school will look different** this year for all of us. Helping our students—and each other—navigate this reality and its attendant anxieties gracefully is our collective responsibility. We will have protocols and policies and procedures at school, but they will be empty tools if we do not all begin from a place of respect, trust and an understanding of our mutual obligation to each other. Our individual and collective health and safety depend on it. In such an environment, we must acknowledge the rights, responsibilities and expectations of each individual.

### Rights

At North Shore, every individual is known and cared for. At the core of this understanding is the simple premise that we all have a right to expect both emotional and physical safety. During the COVID-19 pandemic, this means members of our community can reasonably expect a heightened level of concern for their health and well-being. While we have worked tirelessly to mitigate risk, it is possible that students, teachers or staff members will be exposed to COVID-19 in the course of their work or studies. Everyone is entitled to expect that every effort and reasonable precaution will be taken by the school, by families and individuals to prevent this from happening.

## Responsibilities

The stresses surrounding COVID-19 have often been overwhelming. Recognizing this truth means our interactions with others—friends and strangers, students and adults—should be self-aware, respectful and courteous. Now more than ever, this means complying willingly with rules and policies designed to keep our community safe and healthy. This means thinking of others, appreciating that their risk tolerance might be lower than ours, and adjusting our behavior with sensitivity and respect. This means respecting policies and expectations, even when inconvenient to ourselves, because we are woven into a web of mutuality like never before.

As such, there are some non-negotiables in terms of behavior, and our respect for those norms will be visible in myriad ways, including the following:

- How **all** members of our community and visitors to our campus wear masks, wash and disinfect their hands frequently, and mind physical distancing norms in class and around campus;
- How **all** members of our community and visitors to our campus interact with each other in and out of the classroom, and take responsibility for maintaining a healthy environment;
- How **all** members of our community and visitors to our campus treat others—custodial and maintenance staff, nurses, teachers, cafeteria workers, office administrators, etc.—as people worthy of their respect and deserving of safety themselves;
- How **all** members of our community and visitors to our campus follow self-screening guidelines for symptoms of illness and refrain from coming to campus when symptomatic;
- How **all** members of our community and visitors to our campus comply with self-quarantine rules regarding exposure to COVID-19; and
- How **all** members of the community extend these behavioral norms beyond the school day and the campus so as to not inadvertently place others at risk.

This will not be easy in many ways; in others, this is simply an extension of how we always ask North Shore students and community members to behave. We always expect respectful, empathetic and collaborative engagement, and now is no different. If we have all been reminded in the last few months how truly interdependent we are, all the better. As we return to campus, we will put that idea into action. This will mean complying willingly with rules and policies designed to keep our community safe and healthy. This means thinking of others, appreciating that their risk tolerance might be lower than ours, and adjusting our behavior with sensitivity and respect. This means respecting policies and expectations, even when inconvenient to ourselves. It will be an entirely new means to “Live and Serve”; the students will be watching the adults and following our lead. I am confident we will rise to the occasion. The job of mitigating risk is shared by all of us. I am confident we will heed the call and lead with our best selves in this time of stress and change.<sup>1</sup>

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<sup>1</sup> Language in this section adapted from the American School in Japan’s “Roadmap for Reopening,” May, 2020.

# Part 2: Teaching and Learning Models



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## Part 2: Introduction

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North Shore Country Day's core approach to educating students, one centered in the power of strong relationships among students and teachers and focused on whole child development, will continue regardless of the learning models utilized for the remainder of the COVID-19 pandemic. That said, we believe the in-person model of learning lived out through the school's first century continues to be optimal, and we will lean toward that form of education whenever it is safe to do so.

*Of the below models, our current plan is to begin the school year using the Half-Day Hybrid Model, employing both in-person and remote learning. We believe that allows us to satisfy all four of our guiding principles.*

As you will see below, this model includes a robust remote learning component, including synchronous and asynchronous elements.

**In addition, all of our models allow students who might not be comfortable returning to campus right away to participate in class remotely.** During the regular school day, students will be able to join classes through Zoom using a camera setup we have purchased for each classroom. For students choosing to participate remotely, this will enable engagement with their peers and teachers operating from campus in ways that approximate the in-person experience as closely as possible. More information below.

Knowing the likelihood that some or all students will need to learn remotely at some point during the upcoming school year, NSCD's administration and teachers invested significant time and energy over the spring and summer to make the educational learning experience for our students robust and powerful—whatever course the pandemic requires us to take. Here we provide information about the similarities and differences of each possible model, and the decision-making process around how and when we will move between models over the course of the coming year.

## Three Models for Teaching and Learning

The uncertainties that existed as NSCD embarked on its preparations for the 2020-2021 academic year required multiple planning paths. As August approaches, we are prepared for three models of teaching and learning—Remote Learning, Full-Day On-Campus Learning and Half-Day Hybrid Learning. **It is possible, maybe even likely, that the coming year will see the school engaging in two or even all three of the scenarios based on the decisions made by the State of Illinois and the school's administration and board of trustees.**

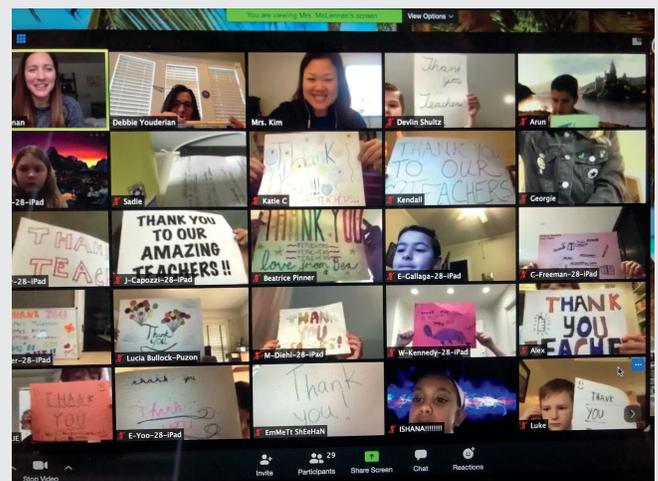
### Definitions:

Remote Learning:	All classes, all divisions are engaged in remote learning.
Full-Day On-Campus Learning:	All classes, all divisions are on campus all day, every day.
Half-Day Hybrid Learning:	All classes, all divisions are on campus for at least a half-day every day, and also engaged in synchronous and asynchronous remote learning for the balance of the school day.

### Explanations:

#### Remote Learning Model

Our remote learning program will both replicate and enhance the patterns of teaching and learning that students and teachers experienced last spring, incorporating both synchronous classes and one-on-one student/teacher meetings via Zoom as well as asynchronous work. The training that all JK-12 faculty completed this summer focused on building curriculum and adapting our traditional teaching practices to both remote and hybrid learning models. As a result, we are positioned to provide an even more



robust remote learning experience should a return to this model become necessary. Key learnings from these trainings include fortifying student and teacher relationships during remote and hybrid learning, adapting and building curriculum around best practices for synchronous and asynchronous teaching sessions, seamlessly toggling between in person and remote learning, and adopting project based learning as a key, additional pedagogical model. **We are prepared to launch this model whenever necessary, either because of a state/local mandate or because a health situation at our school warrants it.**

## Full-Day On-Campus Learning Model

This would reflect a return to the NSCD experience students, teachers, parents and other community members knew before last spring. Put simply, students and teachers would operate from campus for full school days on a sustained basis. While some health and safety restrictions could remain in place, physical distancing restrictions would be lifted. Classes over Zoom would be a thing of the past. Asynchronous learning would once again take the form of homework, building off of or leading into work taking place on-campus. Experiential education taking place off of campus would once again be incorporated. To move fully in this direction, public health officials would need to provide clear assurances that the risks of exposure are negligible given collective progress to control the virus's spread or the production of a vaccine. **At this time, achieving this model for the entire school population appears unlikely during the first semester. This model depends on moving to Phase 3 of the Governor's plan.**

## Half-Day Hybrid Learning Model

As the name indicates, the Half-Day Hybrid Learning Model blends the in-person, on-campus teaching and learning that has long characterized NSCD's educational approach with the enhanced form of remote learning previously described. When implemented well, this model achieves high quality learning experiences by capturing the strengths of both learning models, prioritizes the academic and social benefits of in-person learning, diminishes the challenges of remote learning by decreasing the amount of asynchronous learning, and increases health and safety by limiting the number of individuals on campus throughout the day, and spreading out those on campus via physical distancing practices. **As of July 30, we intend to begin the year with this model, remaining alert for safe ways to extend live learning when possible.**



### **What if I want my child to learn remotely? Can this happen even in the Half-Day Hybrid Model?**

Yes. We anticipate that during Full-Day On-Campus and Half-Day Hybrid Learning some individual students and teachers will need to temporarily operate fully remotely due to exposure or illness related or unrelated to COVID-19. The

planning and work completed by faculty this summer assumes this reality, and we stand ready to make temporary accommodations as needed while the majority of teachers and students are on campus at least part-time. Primarily this will mean that students “virtually attend” live classes through a camera and zoom combination that will allow them to observe and participate. Please note: this arrangement is not designed to be a stand alone, long-term remote learning platform.

## A Note on Class Size

In many ways, class size is the primary driver of our social distancing approach and undergirds the Hybrid Half-Day Model. In the Lower School, this will basically mean cohorting—essentially splitting the grades into purple and white groups full-time. So, for instance, there will be two third grade classes, limiting the number of students each child will interact with daily to a consistent, small group. Teachers will rotate daily. These cohort groups will change several times throughout the year as usual.



In the Middle and Upper Schools, students will not be cohorted, but their already small classes have been scheduled into rooms based on enrollment, ensuring that slightly larger classes will occur in our largest teaching spaces.

## Scheduling for the Hybrid Learning Model

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After extensive discussion we determined that our Half-Day Hybrid model meets all four of our guiding principles. In addition, it provides time for extracurriculars in the Upper and Middle Schools, and reflects optimal learning times for different age groups.

This schedule has three central strengths:

- a) It allows the crucial social distance and classroom de-densification which is the cornerstone of all governmental recommendations around safe reopening;
- b) It provides predictable routines for students, teachers and parents as to schedule; and
- c) It can serve similarly for remote learning situations should the need arise.

## Divisional Schedules

More specific divisional information will be shared in upcoming webinars for each division. **The schedules presented here are not finalized**, but they are close and should give a strong sense of what the days will look like by division.

## Before- and Aftercare

We recognize the challenges a half-day model can pose to parents. As mentioned in the June email, while hoping to limit numbers, we **will** be able to provide some before-school and after-school care for families who can show a demonstrated need. Look for more information to come.

## Lower School Academic Schedule for Hybrid Learning

Sample Grade Level Schedule:

Note: “P” and “W” are purple and white groups, which this year indicate classes split into smaller sections

Time	Day One	Day Two	Day Three	Day Four	Day Five	Day Six
8:00-8:35	Morning meeting					
8:35-9:00	Homeroom W Movement P	Homeroom P Movement W	Homeroom W Movement P	Homeroom P Movement W	Homeroom W Movement P	Homeroom P Movement W
9:05--9:45	Science P Tech W					
9:50-10:15	Spanish P Movement/ Library/Core W	Spanish W Movement/ Library/Core P	Spanish P Movement/ Library/Core W	Spanish W Movement/ Library/Core P	Spanish P Movement/ Library/Core W	Spanish W Movement/ Library/Core P
10:20-11:10	Reading	Reading	Reading	Reading	Reading	Reading
11:15-11:55	Homeroom P Science W					
11:55-12:10	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
12:15	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal
1:15 -2:00	Homeroom W Tech P					
2:00- 2:30	Homeroom Activities/ Check ins					
2:30-3:00	PE I CAN	Science I CAN	PE I CAN	Science I CAN	PE I CAN	Science I CAN

### Lower School Schedule Highlights:

During **in-person morning classes**, literacy and numeracy instruction will occur every day for all Lower School grades. Each morning will also include a combination of writing, social studies and language arts instruction. These subjects will then continue remotely in the afternoon. For grades 1-5 there will be Spanish classes every other day, movement breaks every day, and two “specials” running for 12 school days in a row (two six-day cycles).

Early Childhood will also emphasize daily literacy and numeracy during in-person instruction and will have numerous movement breaks, specialty classes, learning and play centers, and library read-alouds. Outdoor play will be prioritized when possible.

In the **remote afternoon**, students will have both synchronous and asynchronous activities. Synchronous Zoom sessions will be offered for small group lessons and one-on-one check-ins with homeroom teachers. Some live specialty classes will occur as well. The asynchronous work will build on the in-person morning lessons and also offer project-based learning experiences, independent activities and flipped classroom opportunities.

Students who need to learn remotely for a period of time will have the opportunity to livestream lessons in the morning, and a teacher will check in with remote students in the afternoon to connect one on one and monitor student progress.

## Middle School Academic Schedule for Hybrid Learning

SAMPLE WEEK	Monday (Day 1)	Tuesday (Day 2)	Wednesday (Day 1)	Thursday (Day 2)	Friday (Day 1)
8-8:55	A	E	A	E	A
9-9:55	B	Advisory*	B	Class Mtg*	B
10-10:55	C	F	C	F	C
11-11:55	D	G	D	G	D
noon-1:30	Lunch and Sports				Leave early (no sports)
Remote Class 2:30-3:05	6 PE/ 7 Health^/ 8 Office Hours	PARTS	6 Office Hours/ 7 PE/ 8 Health^	PARTS	6 Health^/ 7 Office Hours/ 8 PE
Asynchronous (~35 minutes)	HUMS	Language	Math	HUMS	Science

\* The 9 a.m. block on Day 2s will include Advisory, Class Meeting, Community Gathering and EDI lessons.

^ Health includes two trimesters of Health in each grade, and Writing Lab (6)/ Drama (7)/ Public Speaking (8)

### Middle School Schedule Highlights:

The Middle School schedule prioritizes academic engagement in our core classes and offers opportunities for students to build community with one another and their teachers. This prioritization reflects our belief that peer and student-teacher relationships and engaging curricular content are critical to robust learning regardless of the mode of delivery. The afternoon portion of the schedule allows time for students to engage with faculty individually or in small groups during weekly Common Work Periods and provides opportunities for students to continue participating in their performing arts and physical education classes from a distance. Our goal is to maintain a schedule that can operate whether we are in person, remote or in a hybrid model. Using this schedule allows us some stability and consistency for our students, families and faculty in a particularly unpredictable time.

## Upper School Academic Schedule for Hybrid Learning

Daily				
<b>Faculty virtual office hours</b>	All faculty will have a two hour window of availability between 8 a.m.-noon to meet with students virtually			
<b>Asynchronous work</b>	During this morning time, students should work on activities assigned by their teachers to extend their in-class work. These could include opportunities for collaboration, on-line discussions and choice activities.			
<b>Theater rehearsal*</b>	<b>10:00-11:30—frequency determined by director</b>			
<b>Sports</b>	It is our intention to provide interscholastic or intramural athletic programming in the fall. This could take place in the morning or after school. Recent guidance from the IHSA and the State of Illinois, suggests some sports will run this fall and others will be postponed. More to come.			
	<b>Day 1</b>	<b>Day 2A</b>	<b>Day 2B</b>	<b>About the schedule:</b> Day 1 and 2 will alternate. If a day 2 falls on Monday, Tuesday or Thursday, it will be a 2A day. If a day 2 falls on Wednesday or Friday, it will be a 2B day. Community Time will include the following: Advisory, Intro to US, Common Work Period (CWP), Clubs and Affinity group times, House, Class Meeting). Asynchronous work that extends the in-class work will be posted at the beginning of a two-week cycle in each class with due dates each week.
12:30-1:25	<b>A</b>	<b>E</b>	<b>E</b>	
	<b>Passing Time</b>	<b>Passing Time</b>	<b>Passing Time</b>	
1:30-2:25	<b>B</b>	<b>Community Time</b>	<b>F</b>	
	<b>Passing Time</b>	<b>Passing Time</b>	<b>Passing Time</b>	
2:30-3:25	<b>C</b>	<b>F</b>	<b>G</b>	
	<b>Passing Time</b>	<b>Passing Time</b>	<b>Passing Time</b>	
3:30-4:25	<b>D</b>	<b>G</b>	<b>Community Time</b>	

### Upper School Schedule Highlights:

The Upper School schedule prioritizes academic engagement and opportunities for students to work individually with their teachers. It provides flexibility for students to manage their academic program and complete work when they are most productive whether mornings or evenings. It limits the number of absences due to early departures for athletic contests and provides ample time for advisory, affinity groups, student clubs and community messages without usurping time from our academic program. It also creates a consistent experience for students and teachers given the schedule does not change substantially if we move from one learning model to another.

# Part 3: Health and Safety



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## Part 3: Introduction

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Navigating the currents of uncertain guidance, shifting political forces and a dynamic virus situation has been uncommonly difficult for schools all around the nation. Each has engaged this process differently, but a strong consensus has emerged around the core elements of any responsible reopening plan. Those elements, reflected in the pages below, are based upon guidance from the Centers for Disease Control, the Illinois State Board of Education and the Illinois Department of Public Health. Their core recommendations have been applied to the unique physical campus and specific population of our JK-12 learning community. There are layers and layers of further detail for most of these items beyond what is included here.

Our work has been guided by a group of NSCD community members, all of them experts, most of them current parents who are acutely attuned to the importance of these protocols, policies and procedures as we approach the fall. We are grateful for their work. Faculty, staff and administrators have seen these plans and have improved them through helpful questions and suggestions. Director of Operations Cindy Hooper, and School Nurse Jamie Walker have helped us understand and distill the web of recommendations, applying them to our specific environment.

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### Guidance Sources

- Centers for Disease Control (CDC)
- World Health Organization (WHO)
- National Institutes of Health (NIH)
- Occupational Safety Health Association (OSHA)
- Illinois Department of Public Health (IDPH)
- Illinois State Board of Education (ISBE)
- Illinois Association of School Nurses (IASN)
- Illinois High School Association - Interscholastic Athletics - (IHSA)
- NSCD Medical Advisory Team



# NSCD Reopening Advisory Team

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- Seamus Collins, MPH P '31 '34
  - Vice-President of Operations, Northwestern Medicine Lake Forest Hospital
- Jeff Foreman, MD '80
  - Chair of the Board of Trustees, NSCD
  - Internal Medicine Specialist
- Melissa Howard, JD P '27 '30
  - Civil Rights Attorney, U.S. Department of Education (in her personal capacity)
- Mike Howard, MD P '27 '30
  - Plastic Surgeon
- Clark McKown, Ph.D. P '21
  - President and Founder, xSEL Labs
  - Associate Professor of Behavioral Sciences, Rush University Medical Center
- Chethra Muthiah, MD P '29, '32
  - Infectious Disease Specialist
  - Hospital Epidemiologist
  - NorthShore University Health System
- Judith Nerad, MD P '19, '22
  - Infectious Disease Specialist
  - Hospice and Palliative Care Physician
- Richard Phillips, MD, MBA P '25, '28, '32
  - Emergency Medicine Specialist
  - Medical Director, AMITA Health Adventist Medical Center Glen Oaks



## Guiding Principles: Health and Safety

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- Prioritize student, faculty and staff health, safety and well-being.
- Ensure hygiene and health-related policies are research-based, clearly communicated, effectively implemented and diligently enforced.
- Promote practices and policies to reduce risk of virus transmission, and support our ability to be responsive and agile when facing changing health circumstances.

## Focus on the variables we can control

- Use reliable, scientific sources to guide our understanding of the virus that cause COVID-19 and how to minimize our community's exposure to it;
- Remain adaptable, knowing experts' understanding of the virus will evolve;
- Seek ways to reduce risk of virus transmission;
- Identify external and internal drivers that would lead us to tighten or loosen restrictions; and
- Ensure new policies are flexible, and can be implemented and maintained.<sup>2</sup>

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<sup>2</sup> Language in this section adapted from the American School in Japan's "Roadmap for Reopening," May, 2020.

## **Restore Illinois (Phase 4) and NSCD Half-Day Hybrid Learning Plan**

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We are currently in Phase 4 of Governor's Restore Illinois plan, which allows schools to reopen under conditions provided by the governor, ISBE and IDPH. If the state allows schools to be open, we will be open. If the state closes all schools by moving back to Phase 3 or state mandate, we will be closed and transition to remote learning.

Our half-day hybrid learning model is designed to de-densify classroom spaces and provide for social distance. It mitigates risk significantly by allowing smaller classes and flexible class scheduling while prioritizing in-person learning. Our half-day plan is scalable. Should school be closed, it allows seamless transition to our remote learning model. If our procedures prove effective and/or our protocols prove effective, it allows for longer school days in some divisions.

## **ISBE Return To School Guidance**

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In-person instruction may resume in Phase 4. Schools must follow IDPH guidelines, which:

- Require use of appropriate personal protective equipment (PPE), including face coverings;
- Prohibit more than 50 individuals from gathering in one space;
- Require social distancing be observed, as much as possible;
- Require that schools conduct symptom screenings and temperature checks or require that individuals self-certify they are free of symptoms before entering school buildings; and,
- Require an increase in schoolwide cleaning and disinfection. All public and nonpublic schools in Illinois serving prekindergarten through 12th grade students must follow these guidelines.

Guidance from various government agencies continues to evolve. Further information/guidance is expected from the IDPH, ISBE and IHSA. We are constantly monitoring.

## **NSCD's Approach to Health and Safety on Campus**

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### **Preventative Hygiene and Education**

- Everyday hygiene practices are a key element to prevent virus transmission. They will be incorporated into daily routines and infrastructure.
- Hand washing many times daily with soap and water is critical. Restrooms, Lower School classrooms, science labs, art studios, all provide sinks for hand washing. Additional hand washing stations will be provided as needed.

- Hand sanitizer has been purchased in bulk. Main building entrances, classrooms and offices will have hand sanitizer available.
- Education for students will include other preventative measures such as coughing or sneezing into tissues or the inside elbow, avoiding touching face, maintaining 6-foot distance when possible, wearing masks, and removing/replacing masks safely.

## Personal Protection

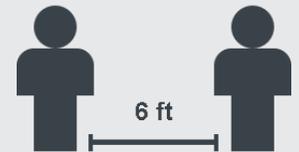
- Cloth face coverings **required. This is non-negotiable and will be enforced.** Intentional or repeated violations will result in consequences, including the possible inability to learn in-person.
- All students, all employees, all visitors are required to wear masks indoors, and also outdoors when 6-foot physical separation cannot be maintained
- Face shields/protective barricades can supplement, not replace masks.



## Physical Distancing: KEY Element

ISBE: “Districts should develop procedures to ensure 6-foot physical distance from other persons as much as possible. The expectation pertains to students and staff members in all areas and settings to the greatest extent possible.”

NSCD: All spaces on campus have been measured for distancing and evaluated for HVAC quality and capacity: teaching spaces, offices, corridors, shared gathering spaces, shared work spaces. Optimal occupancy has been determined for every room and has shaped course scheduling.



Outdoor spaces on campus have been identified as possible learning locations.

## Exposure Mitigation and Management

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### Pre-Arrival Daily Expectations

Before arrival to campus each day, all students, faculty and staff must:

- Complete an online self-certification symptom/wellness check via SchoolPass App (more details to follow).
- Verify that temperature is below 100.4 degrees
- Families should report possible COVID-19 cases to the school to initiate below procedures.



Any student exhibiting fever or one or more primary COVID-19 symptoms (cough, shortness of breath, throat pain) must stay home. Parents should expect questions about symptoms from school personnel when reporting absences.

## Campus Arrival Expectations:

- Students will be assigned specific entrances by grade
- Temperature screening at entry checkpoints
  - Lower School Main
  - Middle School Main
  - Upper School Main
  - Upper School South
  - Arts Center
  - Leicester Hall



## Visitor Management

Access to campus will be greatly limited. Any visitors must wear a mask and pass a temperature check before proceeding past an entrance. Parents should not expect to visit campus regularly.

## Nursing Care

Our school nurse will be on campus each day and will receive support from other administrative staff. Schools play a role in identifying students who have COVID-19 symptoms or who have had recent known or potential exposure to SARS-CoV-2; however, school staff will not be directly administering SARS-CoV-2 tests. In addition to the regular nurse's office, we have established an isolation ward where any student within the school environment who shows symptoms will be immediately placed and separated from the rest of the school population. Students will never be left alone and will be supervised at all times while maintaining necessary precautions within the isolation space. Students who are sick will be sent home. Parents will be notified and they will be required to pick up their student within 60 minutes.

Students who are sick should go home or to a healthcare facility, depending on how severe their symptoms are, and they or their caregivers (in the case of minors) should follow [CDC guidance for caring for oneself](#). Parents should also watch for [emergency symptoms](#) and seek emergency medical care if symptoms occur. It is recommended that medically fragile and immunocompromised students consult their medical provider prior to attending school.

# Guidance on COVID-19

## Are you experiencing Covid-19 symptoms? They include:

- » Fever over 100.4°F or 38°C (Without having taken any fever-reducing medications, such as acetaminophen or ibuprofen.)
- » Loss of smell or taste
- » Cough
- » Muscle aches
- » Sore throat
- » Shortness of breath
- » Chills
- » New or unusual headache
- » Nausea, vomiting, diarrhea or loss of appetite

**YES, I HAVE SYMPTOMS**

### FOLLOW CDC GUIDELINES

1. Stay at home
2. Separate yourself from others
3. Call your doctor and notify the school nurse

Families should call the NSCD school nurse at 847.441.3333

Watch for symptoms **AND** quarantine yourself for 14 days **AND** notify **your doctor and NSCD School Nurse**

**NO SYMPTOMS**

**Have you been in contact with someone who has been diagnosed with or tested positive for COVID-19?**

**YES**

**YES, DIRECT PHYSICAL CONTACT OR CLOSE CONTACT**

(within 6 feet for 15 or more minutes)

**YES, NON-CLOSE CONTACT**

(outside 6 feet or within 6 feet for a brief period of time)

Practice social distancing and good hygiene **AND** watch for symptoms

**NO**

Practice social distancing and good hygiene

## Case Management

Should a case of COVID-19 be confirmed or suspected in the school community, or if someone has had close contact with someone diagnosed with COVID-19, isolation and return to school processes will be in accordance with guidance from the local health department, recognizing that guidance may be subject to change as the year progresses.

If there is a suspected case of COVID-19 on campus, the individual will be isolated and sent home for evaluation.

### Identified Case:

Should a case be confirmed the following steps will result:

- School will communicate with local health authorities and support contact tracing by public health;
- School will contact appropriate school constituencies;
- School will initiate CDC recommended cleaning/disinfecting protocols; and
- Infected person will isolate and follow current federal, state and local guidance before returning; and
- Immediate family members of infected individual will be expected to quarantine.

At School:

- Classroom will be closed for 24-48 hours for cleaning and disinfecting
- Classes in that space will shift to remote learning for that time or find an alternate space
- Students and teacher return to class based on contact tracing conclusions, proximity to symptomatic individual

Return to School:

- Infected individuals may return to classes using a symptom-based strategy:
  - At least 10 days have passed since symptoms first appeared or the first positive result of a COVID-19 test;
  - No fever for 72 hours without the use of fever reducing medication; and
  - Other symptoms have improved such as cough and shortness of breath.
  - Following quarantine, any employee or student returning from illness related to COVID-19 must check in with the school nurse or building administrator before returning to campus.

### Primary Exposure:

A primary exposure is any individual who has had close contact (**defined by the CDC as within 6 feet for more than 15 minutes**) with any other person who is diagnosed with COVID-19.

- An individual with primary exposure should quarantine for 14 days after their last/most recent contact with the infected individual.
- Should symptoms develop, individuals should follow above guidelines for confirmed cases.

*Note: students under quarantine or in isolation for infection or close contact are welcome to participate in remote learning if they are physically capable.*

<https://www.dph.illinois.gov/covid19/community-guidance/isolation-quarantine>

### **Secondary Exposure:**

- Any individual who has had incidental or no contact with a confirmed case on campus does not need to quarantine, but should nonetheless be on alert for symptoms of fever, cough or shortness of breath, taking temperature if symptoms develop. If any develop, he/she should contact the school nurse immediately.

### **Testing:**

- A test based strategy is no longer recommended by the CDC to determine readiness to return. Individuals should consult their physician to decide if testing is warranted.

## **Contact Tracing**

To prevent the further spread of disease, people who had contact with someone with COVID-19 are encouraged to stay home and maintain social distance (at least 6 feet) from others until 14 days after their last exposure to that person. Contacts should monitor themselves by checking their temperature twice daily and watching for COVID-19 symptoms, such as cough or shortness of breath.

The NSCD nurse will follow up on any communications received regarding possible cases and/or exposure of the community to the virus.

The nurse will contact local agencies (IDPH, CCDPH) to inform them of the issue. From this point, the agencies will begin their contact tracing of individuals and possibly ask NSCD to provide additional information.

Contact tracing for COVID-19 typically involves:

1. Interviewing people with COVID-19 to identify everyone they had close contact with during the time they may have been infectious.
2. Notifying contacts of their potential exposure.
3. Referring contacts for testing.
4. Monitoring contacts for [signs and symptoms of COVID-19](#).
5. Connecting contacts with services they might need so they can remain at home during the self-quarantine period.

## **Universal Testing NOT Recommended**

Universal testing of all students/faculty/staff is currently NOT recommended by the Reopening Advisory Team because:

- It provides a false sense of security;
- Only positive rapid tests are helpful;
- Universal testing is irrelevant within a day or two; and
- Turn around time for testing varies widely.

# Releasing COVID-19 Cases and Contacts From Isolation and Quarantine



## CASES

**Must** be isolated for a **minimum** of 10 days\* after symptom onset and can be released after afebrile (without fever-reducing medication) for at least 24 hours and improvement of other symptoms (e.g., cough, shortness of breath)

### OR

Has 2 negative COVID-19 tests in a row, with testing done at least 24 hours apart (**A test based strategy is no longer recommended in the majority of cases. Consult with Infectious Disease MD.**)



Note: Lingered cough should not prevent a case from being released from isolation.

\*A limited number of persons with severe illness may produce replication-competent virus beyond 10 days; this may warrant extending duration of isolation and precautions for up to 20 days after symptom onset. Consider consultation with infection control experts.

## CLOSE CONTACTS<sup>1</sup>

**Must** be quarantined for 14 days after the last/most recent contact with the case when the case was infectious.

If a close contact develops symptoms, they should follow isolation rules for cases above.

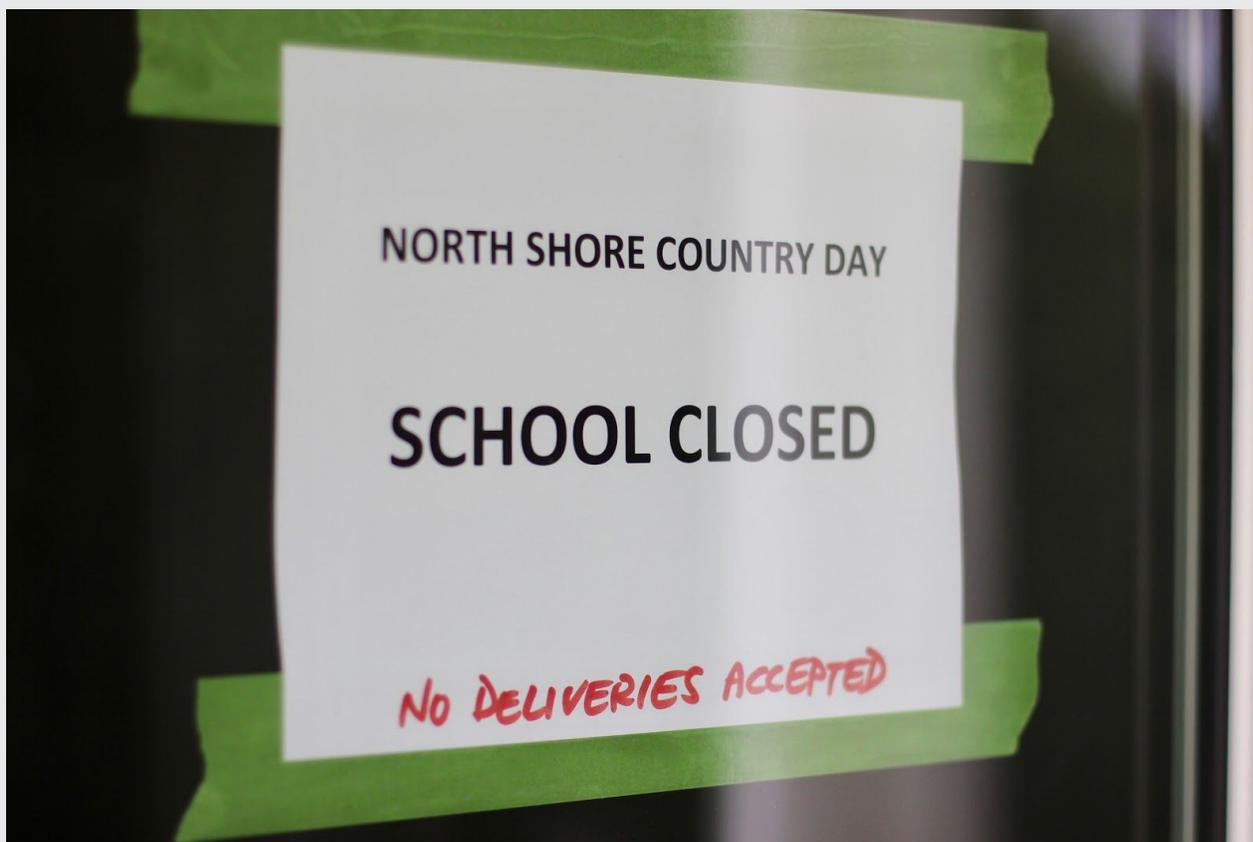


### HOUSEHOLD CONTACTS:

Household contacts with separate living quarters between case and contacts: quarantine for 14 days after last exposure to case. **LTC residents or Household Contacts that share a room/living quarters (i.e. have ongoing contact with or exposure to the case):** quarantine during contact and for 14 days after case is released from isolation.

<sup>1</sup> For COVID-19, a close contact is defined as any individual who was within 6 feet of an infected person for at least 15 minutes starting from two days before illness onset (or, for asymptomatic patients, two days prior to positive specimen collection) until the time the patient is isolated.

References: Isolation: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html>  
Quarantine: <https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/quarantine.html>



## When Might We Close School?

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### Assessment of Risk

As detailed above, individual academic classes or grades might need to go remote for short periods of time in response to a confirmed case. De-densifying classrooms and limiting student interactions minimizes the impact in any individual case.

The school will also remain vigilant should the need arise to close school entirely and shift to remote learning. To make that decision, we will examine the rate of the disease in the community surrounding the school (external factors), as well as any incidence of disease in our school community (internal factors). These factors will help determine when and how we might close school and when we can safely return to school together. It's important to remember that the COVID-19 pandemic continues to be rapidly changing. The NSCD medical team will base the decisions on the best available evidence-based science and publicly available data, understanding that this information may change over time.

## External Factors To Be Considered For School Closure

### Assessing the rate of disease in the population surrounding our community

In order to evaluate the rate of disease in the communities where our students and faculty live, we have selected the following external factors based on IDPH Region 10 (suburban Cook County):

- Average Daily Cases
- 14-day average trend analysis—increasing, decreasing or plateau
- Number of new cases per day (14-day average)
- Proportion of new cases to the overall population (rate per 100,000)
- Intensive Care Unit (ICU) utilization rate

## Internal Factors To Be Considered For School Closure

### Assessing the impact of the pandemic on our community and appropriate mitigation strategies

In order to evaluate the impact of the COVID-19 pandemic on the NSCD community, the following internal factors will be assessed to determine the appropriate mitigation strategies:

- Number of NSCD employees/students who are in self-quarantine, by division or grade
- Conclusions drawn from contact tracing work with each case
- Observed compliance to mitigation strategies among the NSCD community

## Specific Areas of Enhanced Protections

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### Cleaning, Disinfecting and Sanitizing

- When
  - Daytime (7 a.m.-6 p.m.) by day crew
  - Mid-day disinfection of spaces vacated by middle school and to be used by upper school students
  - After 6 p.m. by evening crew
- How
  - Cleaning and disinfecting of premises will be conducted in compliance with CDC protocols on a daily basis.
  - We will clean and disinfect common areas (e.g., restrooms, cafeterias) and surfaces which are touched by multiple people (e.g., entry/exit door knobs, stair railings) frequently; every 2 hours recommended for high-traffic areas.
  - Chemicals used by cleaning are approved by EPA and CDC for effectiveness and safety to people.
  - In the event of infection, spaces will be closed for 24 hours and then sanitized.



## Indoor Air Quality

We are incredibly lucky that the vast majority of the campus has **modern and up-to-date air handling systems**. This is one of the primary reasons we feel we can open safely under our Half-Day Hybrid model. We are currently upgrading them with even higher quality filtration systems (rated to capture virus sized particles) and adding bipolar ionization systems to further capture droplets. Some rooms have received individual air scrubbers. Fresh air exchange will occur more frequently than normal during the day.

Each teaching space on campus has been assessed for space and air handling capacity. Those variables have determined classroom usage and grade/course assignments.

We are developing outdoor options to provide greater flexibility to teachers.

## Security and Campus Access

Non-essential visitors will continue to be restricted from campus temporarily, until we can ensure our new protocols have become standard and routine. This will include alumni, extended family visitors and guest speakers.

Essential visitors include sales vendors, package delivery vendors, facility specialists, prospective students/families, and pre-approved students and coaches or sponsors visiting from other schools. All must follow basic guidelines regarding masks and symptoms.



Essential visitors will need access for entry through our SchoolPass system, which incorporates a health declaration statement, and undergo a temperature and symptom check prior to entry. Signage at the main entrance will indicate our health hygiene policy, including masks and hand sanitizing upon entering the campus.

## Food Service Modifications

North Shore is pleased to continue our partnership with our food service vendor, HandCut Foods (HCF). As we open school, our operations/services with HCF will be modified to offer a contactless food service experience. The service will be a food subscription service that allows for weekly pre-ordered, pre-packaged cold lunches that are easily transportable. With an emphasis on food safety, staff, health and hygiene, this modified service allows for community members to receive a pre-ordered nutritious lunch each day. More information about the program will be available in the coming weeks.

# Part 4: Activities and Athletics



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## Part 4: Introduction

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The Athletic Department will continue to pursue its mission “To enrich our lives through full participation and excellence in sports” by providing athletic opportunities for our student-athletes in all three learning models. State parameters will shape our offerings in all models.

### Full-Day On-Campus Learning Model:

- Practice for US fall season teams will be held after school between 3:30-5:30 p.m. on campus and at off-campus sites.
- Practice for MS teams will be held after school from 3:15-4:15 p.m. on campus.
- Contests for US teams will be scheduled as recommended by the IHSA.
- Competitions for the MS teams will be scheduled as recommended by the IESA and available opponents.

### Half-Day Hybrid Learning Model:

- Practice times for the US teams will be scheduled in the morning (between 9-11:30 a.m.) or after school (4:45-6:15 p.m.). Practices will be held on campus and at off-campus sites.
- Practice for MS will be held on campus from 12:30-1:45pm.
- Contests for US and MS teams will be scheduled as the recommendations from the IDPH and IHSA allow.

### Remote Learning Model:

- If we move to remote learning, we will schedule times for “team connections.” Team connections could be a scheduled workout, team-building activities, within team competitions, or a time for players to check in with teammates and coaches. Dictated by state rules and current community health status.

## State Guidance

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On July 29, the Illinois High School Association released guidance on interscholastic sports during the 2020-2021 academic year. As of this date there will now be four seasons of athletics:

- A fall season (August 10-October 24) for Cross Country, Golf and Girls Tennis.
  - Other fall teams will have a set number of practices beginning in September.
- A winter season (November 16-February 13) for Basketball.
- A spring season (February 15-May 1) for Boys Soccer, Girls Volleyball, Field Hockey.
- A summer season (May 3-June 26) for Girls Soccer, Boys Tennis, Baseball, and Track and Field.

Given this news, we are currently evaluating what possibilities are available for us to continue conditioning or other activities for fall teams that will not begin August 10. **More information to follow soon on this and Middle School sports plans.**

## Tentative Practice Schedules under the Half-Day Hybrid Model

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Upper School teams will either have a morning or afternoon practice time on campus or at the Winnetka turf. Morning practices will be scheduled between 9-11:30 a.m. Afternoon practice will be held between 4:45-6:15 p.m.

Middle School teams, if we are able to offer Middle School athletics, will practice Monday through Thursday from 12:30-1:45 p.m. on campus.

## Physical Distancing and Reducing Density in the Athletic Realm

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Our athletic teams will reduce density by practicing in groups that are separated by team (JV and Varsity) instead of practicing together as a program.

Our athletic teams will be spread out in many different locations to reduce density. On-campus locations including but not limited to the MAC gym, West Gym, soccer field, field hockey field and the tennis courts will be utilized. Additionally, we have secured the following off-campus spaces: Skokie Playfields, AC Nielson Tennis Center and the Avoca Fields for an even greater ability to distance our teams.

## Health Screening and Preventative Hygiene

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During athletic practices and contests, students will be asked to follow health and safety procedures that have been recommended for the regular school day. **Additionally**, student-athletes will be asked to:

- Bring their own water bottle. The school will not provide communal water bottles.
- Bring athletic equipment home at the end of each day.
- Sanitize shared equipment after use.
- Social distance whenever possible including during water breaks.
- Coaches will, like athletes, get a daily temperature check and fill out a health questionnaire.
- Sick or ill players or coaches will not come to school, and will stay home until they are cleared to return.
- Mask expectations will depend on team and indoor/outdoor location.
- Coaches will wear masks.

## Further Information Will be Available Soon

# Part 5: FAQs and Resources



## Frequently Asked Question Document: Coming Soon

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We will be soliciting questions and feedback during the upcoming webinars. Please feel free to send any questions to [covid@nscds.org](mailto:covid@nscds.org) and we will answer them and/or include them on a FAQ document we are building.

## Additional Resources

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[American Academy of Pediatrics COVID-19 Planning Considerations: Guidance for School Re-entry](#)

[American School In Japan - Roadmap for Reopening \(May 2020\)](#)

[CDC Guide: Cleaning and Disinfecting Your Facility](#)

[CDC School Settings | COVID-19](#)

[ISBE Starting The 2020-21 School Year](#)

[ISBE Transition Guidance: Starting the 2020-21 School Year FAQ](#)

[Restore Illinois Phase 4](#)