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River Forest
Public Schools

# District 90 *Full-Time Remote Learning Option* Guide

## 2020-21 School Year

This guide is intended to provide practical information for families that have elected the Full Remote Learning Option for their child(ren) through January 21, 2021. We hope that it helps to provide some guidance about "what to expect" for your family as your child continues to learn remotely over the next several months. We are genuinley excited to support your child(ren) on the next phase of their learning journey, and hope that their experience will be both robust and highly engaging. We have every expectation that instruction will remain challenging and exciting with our outstanding District 90 teachers at the head of the class!

As the District begins its phasing-in of students for in-person and blended learning, your child(ren)'s teacher or principal will provide classroom or student schedules with specific times when instruction will occur for each subject area.

**Full-Time Remote Learning Option Scope**

Please keep in mind that returning to the mode of instruction that is in place in January for in-person students may be requested at any time *after* the first semester has ended. Requests to have students move "back and forth" between in-person/blended and full-remote learning without a physician's certification cannot be accommodated.

**Class Arrangements**

Instruction will be provided in both a synchronous (real-time) and asynchronous manner during the course of the school day for full-remote students. Synchronous learning will be scheduled at designated times during the school day, with students participating in the live-streamed lessons on their iPad device. Interspersed between synchronous lessons, all students may be directed to complete assignments, independent practice, age-appropriate group activites, projects, independent reading or other designated "off line" activities.

District 90 will continue use of Zoom and Swivl technologies to engage students via video conferencing. During the synchronous portion of the school day, students who are learning remotely will participate in live stream instruction via Zoom and Swivl technology facilitated by their classroom teacher from the classroom setting. Instruction will be provided simultaneously to students who are attending in-person and students who are attending remotely. This allows all students to engage in community building activities, shared content, and instructional methodologies - and also receive timely feedback from their teacher(s).

K-8 classroom instruction will be centered on the Illinois *Priority Learning Standards for the 2020-21 School Year* (August 2020) established by the Illinois State Board of Education (ISBE). These standards were designed to maximize learning, address any potential learning loss in an effective way, and engage students in rigorous and meaningful instruction. These standards provide the most foundational/essential knowledge, skills, and competencies for all students to successfully engage with the content for their grade level. Students will be assessed relative to their progress towards these essential/priority standards over the course of the 2020-21 school year.

## Daily Attendance during Remote Instruction

### *Grades Pre-K - 4*

All enrolled Inclusion Preschool students will attend school from 8:20 a.m. – 11:05 a.m. (morning students) or 12:25 p.m. – 3:10 p.m. (afternoon students). Morning Kindergarten students will attend classes in person from 8:30 a.m. – 10:30 a.m., with remote specials from 11:00 a.m. – 11:30 a.m. Afternoon Kindergarten students will attend classes in person from 12:00 pm. – 2:00 p.m., with remote specials available for viewing either before or after in-person class.

Students in Grades 1-4 will attend school in-person from 8:30 a.m. – 12:30 p.m. each day. Classes will be clustered with students receiving instruction in their general education classrooms during this time. In-person instruction will include math, language arts, writing, social studies, science, SEL, and one daily "special." Students will be dismissed at 12:30 p.m. for lunch, and class will reconvene remotely from 1:30 p.m. – 2:30 p.m. for the other "special" class and asynchronous independent practice/learning activities. Students will be provided with an outside "stretch break/snack break" at a pre-designated time each day.

Students receiving special education services as indicated in IEP plans, 504 supports, or interventions under MTS will continue to receive services as indicated in individualized plans, which are developed in partnership between families and schools staff.

### *Grades 5-8*

For all students in grades 5-8, classes on Monday, Tuesday, Thursday, and Friday will be blocked, with classes lasting 70 minutes. The school day for students will begin at 8:30 a.m. and last until 1:30 p.m., with four class sessions each day. There will be breaks scheduled between classes for students learning remotely, occurring during passing periods.

On Wednesday, all students will receive remote instruction, allowing for an 8 period day and a dedicated advisory period. The school day will begin at 8:30a.m. and last until 3:15p.m.

Students receiving special education services as indicated in IEP plans, 504 supports, or interventions under MTS will continue to receive services as indicated in individualized plans, which are developed in partnership between families and schools staff.

## Reporting a Student Absence

If a full-time remote student is unable to attend class for any reason, a parent or guardian must call the

school's Attendance Line to report the absence:

*Lincoln Elementary:* (708) 366-7340

*Roosevelt Middle:* (708) 366-9230

*Willard Elementary:* (708) 366-6740

**What to Do If Your Child Displays Symptoms of COVID-19**

Medical evaluation and COVID-19 diagnostic testing is necessary for all persons with COVID-like symptoms. Families who have children who are engaged in remote learning, and suspect they are displaying symptoms are strongly encouraged to contact their pediatrician. ***Please also contact the school nurse at the phone numbers above to report if a child receives a positive COVID-19 test to facilitate potential contract tracing.*** If families have COVID-19 related questions, Cook County Department of Public Health contact information is below:

CCDPH Reporting: 708-836-8699
CCDPH COIVD Questions: 708-633-3319
CCDPH email: ccdphcovid19@cookcountyhhs.org

**Materials and Supply Distribution**

All course texts, materials, and essential learning resources will be provided for students and families. The District will also provide all technology/hardware necessary for student learning in accordance with the established D90 technology lending agreement. Individual schools will continue to provide supply pick-up/drop off schedules by grade level and communicate the days and time window to exchange, pick up, or return any student materials.

**Daily Class Assignments and Submission of Work**

K-4 students will continue to access student assignments through the Seesaw and Google Classroom learning platforms, as well as utilize learning Apps and online resources as specified by their classroom teachers for use during synchronous and asynchronous time.

5-8 students will continue to engage in activities and assignments via Schoology, as well as utilize learning Apps and online resources as specified by their classroom teachers for use during synchronous and asynchronous time.

**Technology Support**

The D90 Technology "Help Desk" will be staffed and responsive during all instructional days. Parent technical questions should be sent to **Powerschool@district90.org**. Responses will be provided as soon as possible. Please do not contact your child's teacher for assistance with technology issues as they will not be able to respond in a timely manner while teaching students.

**Channels of Communication**

If you have questions for your child(ren)'s teacher(s) related to instruction and/or their learning, please reach out to your child(ren)'s teacher(s) directly via email. Teachers will respond to your inquiry within 24 hours. If your concern persists after contacting your child's teacher, please reach out the appropriate assistant principal:

Elementary School Assistant Principal for Willard and Lincoln:
**Ms. Christine Gerges** via email gergesc@district90.org *or phone* Lincoln Elementary: (708) 366-7340 Willard Elementary: (708) 366-6740.

Roosevelt Middle School Assistant Principal:
**Ms. Tina Steketee** via email steketeet@district90.org *or phone* (708) 366-9230.

**Assessment Practices and Grading**

Student assessment represents an essential component of the educational process and helps to ascertain whether students have attained the requisite academic skills and objectives. Student in the remote learning will engage in a range of assessment practices over the course of a unit of study:

- *1:1 teacher/student interviews for reading and math fluency*
- *Assessments prior to the beginning of a unit to determine what students know, understand and are able to do*
- *Formative, or ongoing assessment, to check student understanding and progress toward learning goals as they move through a unit*
- *Summative, or end of unit assessments, to determine students' overall understanding of skills and concepts taught over the course of the unit*
- *Teacher feedback on assignment and projects*
- *Use of rubrics to evaluate assignments and projects.*
- *1:1 or small group conferences between teacher and student(s)*
- *Unit quizzes and tests*
- *Student self-assessment/reflection*

**Grading**

The Illinois State Board of Education (ISBE) recognizes that grading is a local decision, and recommends timely feedback be given to students to support their growth and achievement. Practices may be modified to reflect the current learning circumstances of the remote model. Teachers will engage in formative (ongoing) assessment as well as summative (end-of-unit or

project) assessment to ensure that students are making progress relative to the *Illinois Priority Learning Standards for the 2020-21 School Year*. These assessment practices may also allow students the opportunity to redo, makeup, or resubmit assignments to show progress or complete previously assigned work. As during traditional instruction, grading during remote learning will be at the prerogative of the teacher, commensurate with District and school grading parameters.

## Social Emotional Considerations for Full-Time Remote Learners

It is imperative that all students learn in environments that attend to students' well being, safety, social emotional needs, and physical health needs. To support full-time remote students, teachers will be encouraged to involve remote learners in classroom activities designed to build community and foster a sense of belongingness. Examples of these efforts may include synchronous team building experiences, pairing in-person and full-time remote students for online learning activities, having full-time remote learners attend "morning meetings," and reinforcing predictable routines to help students maintain a sense of psychological safety. In addition, full-time remote learners and families will retain ongoing access to school social workers and support staff to assist, as needed. The D90 Social Emotional Work Group identified and the District is implementing strategies that will continue to provide all students (including full-time remote learners) with supports to address issues related to emotions, well-being, and safety. Examples of these strategies/supports include (but are not limited to):

- Classroom community building activities
- Regular "check-ins" from classroom teachers and social workers
- Middle school Advisory Program for all students (during remote learning Wednesdays)
- Established processes for students to report concerns to a trusted adult
- SUPPORTU anonymous texting app for student mental health needs
- Access to local community health resources for further assistance

If needed, River Forest District 90 may develop a Student Remote Learning Plan in collaboration with the family for any child requiring additional social-emotional and/or educational support.

## Expectations for Families and Students

A clear understanding of the responsibilities and expectations of students, families, faculty, and staff is essential for the success of the remote learning experience. Below is a chart that outlines the expectations and responsibilities of all involved in full-remote instruction:

| Expectations for Members of the D90 Learning Community | |
|---|---|
| **Student Responsibilities** | • Attend all remote instruction classes every school day<br>• Review assigned work<br>• Review and apply teacher feedback on assignments and projects<br>• Complete assigned work by the due date |

| | |
|---|---|
| | - Ask clarifying questions when you need help, and let someone know if you are struggling emotionally, physically, or academically<br>- Demonstrate respectful conduct to yourself, teachers, peers<br>- Comply with health, safety, and behavior policies<br>- Get enough rest and commit to self-care |
| **Parent/Caregiver Responsibilities** | - Ensure that students are signed-in for daily instruction<br>- Ensure that students' study and learning areas are in appropriate locations for remote instruction<br>- Review assignments, digital learning platform expectations, deadlines, etc. with students<br>- Set appropriate time limits for technology use<br>- Talk to students about their assignments and what they are learning<br>- Support students to follow established schedules and routines<br>- Contact the school when your student is absent from remote instruction, and inform the school of illness/symptoms |
| **Non-Teaching Faculty & Staff Responsibilities** | - Conduct regular wellness checks on students who have been identified by teachers as disengaged<br>- Assist classroom teachers with relevant educational duties (attendance, organization, small/large group instruction)<br>- Participate in virtual/remote classrooms to better assist students during class times or online availability<br>- Collaborate with classroom teacher(s) on content and delivery systems<br>- Form support groups to encourage social interaction for students struggling the remote learning environment |
| **Teaching Faculty** | - Develop interactive, robust, and engaging lesson plans for students<br>- Be available to answer student/family questions and be responsive to concerns<br>- Provide timely feedback to student work<br>- Communicate regularly with students and families, including any questions that will provide information as to a student's mental and physical well-being<br>- Provide differentiated learning opportunities to support the range of learning needs<br>- Provide regular feedback to students on progress related to learning activities |
| **School Administrator Responsibilities** | - Implement remote and blended learning day plans, including oversight of safe school operations<br>- Communicate regularly with families and stakeholders<br>- Support teachers in planning and implementing remote |

| | |
|---|---|
| | learning plans<br>• Help parent/caregivers develop skills necessary to support remote learning (accessibility, communication, outside services)<br>• Develop and implement plans to check on students' well-being |
| **District Administrator Responsibilities** | • Support schools in implementing remote learning<br>• Help schools identify needed resources in the community (academic, health, social, emotional)<br>• Ensure that systems are in place to support families, students, and staff members to facilitate high-quality teaching and learning with an emphasis on safety and equity<br>• Develop and implement District-wide social-emotional learning plans |

Partially adapted from the *Fall 2020 Learning Recommendations*, Illinois State Board of Education (July 23, 2020)


**Expectations for Video Conferencing and Synchronous Instruction**

- All participants must participate in real-time instruction in a "public space" at home (i.e. living room, kitchen, etc.).
- Students should mute their audio when listening.
- Student dress code is in effect at all times.
- Respectful conduct is expected as if instruction was taking place in a school classroom.
- Students and teachers will ensure that their workspace background is both presentable and appropriate.
- A staff member will initiate all video conferencing invitations.
- Special education or related service providers may utilize video tools to provide one-to-one or small-group therapy, with parental waivers.
- If there are concerns about the ability for students to meet the expectations reflected herein, family members should inform teachers as soon as possible to develop effective solutions.
- In the case of limitations or challenges presented by synchronous instruction, staff-initiated phone calls to parents/caregivers should be employed to resolve the issue.
- Parents/caregivers may not record virtual instruction displaying students at any time, and real-time instruction may only take place during school hours.

| | |
|---|---|
| Lincoln Elementary | 41 |
| Willard Elementary | 39 |
| Roosevelt MS | 120 |

Total Enrollment by Grade:

| | |
|---|---|
| Inclusive Preschool | 1 |
| Kindergarten | 12 |
| Grade 1 | 16 |
| Grade 2 | 10 |
| Grade 3 | 21 |
| Grade 4 | 20 |
| Grade 5 | 22 |
| Grade 6 | 36 |
| Grade 7 | 31 |
| Grade 8 | 32 |

# D90 COVID-19 STAFF PROCEDURES GUIDE

*Please plan to implement the following procedures upon the students' return to in-person instruction. Please note that these procedures reflect D90 plans/recommendations and guidance from ISBE and public health agencies about current best practices, but may be subject to revision. For specific questions about the implementation of these procedures at your school, please contact your building administrator.*

## Staff Arrival

- Staff will be required to self-certify each day prior to arrival using the PowerSchool login.

- Staff will enter at specific locations that have a tethered IR thermometer, disinfectant wipes and hand sanitizer. At Lincoln, those entrances are doors, 1, 7 and 10. At Roosevelt, they are doors 1, 4, 7 and 13. At Willard, they are doors 1, 4 and 7. Staff will be required to take their own temperatures and disinfect the thermometer after use. If a staff member's temperature is 100.4 degrees or higher, the staff member must exit the building and contact their supervisor directly to report the situation.

## Student Arrival/Student Dismissal

- Staff will be assigned on a rotating basis at the school level to monitor the temperature check areas during student arrival. The areas are located as follows:
    - Lincoln – Outside of Doors 1, 7 and 10
    - Roosevelt – Inside of Door 1 (Grade 5), Door 4 (Grade 7), Door 7 (Grade 8) and Door 13 (Grade 6)
    - Willard – Outside of Doors 1, 3, 4, 7 and 8

- Staff will administer a temperature check of students and follow school-designated procedures for student admission into the building. Elementary staff will look for visible evidence of student pre-certification, such as a sticker. If there is no visible evidence of pre-certification, staff will administer the symptom questionnaire using the posted signage. Staff members administering temperature checks will be provided with PPE, including a face shield and gloves.

- Building office staff will review PowerSchool certification records daily and contact families, as appropriate, when students are not pre-certified.

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# D90 COVID-19 STAFF PROCEDURES GUIDE

## Student Arrival/Student Dismissal (concluded)

- Staff will ensure that all students are wearing masks upon entry, unless a student has certification on file directing otherwise by a physician. A supply of disposable masks will be available at each checkpoint for any student who forgets to bring a mask. Staff will ensure that all students, unless directed otherwise by a physician, wear a mask at all times inside the buildings. Any student that loses a mask or the mask becomes destroyed throughout the day will be sent immediately to the nurse's office, where a supply of disposable masks will be stored.

- Staff will allow students into the building on a staggered schedule by grade level/classroom, following school-specific protocols.

- Playground equipment will be closed to students and families for 30 minutes before students are to arrive on-site at school each morning.

## After Entry/Student Dismissal

- Staff will escort any students with indicated temperatures or symptoms to quarantine areas, if necessary. The nurse will call parents and inform them to pick up their students within 30 minutes or have a reliable listed emergency contact pick them up in an adequate amount of time. Quarantine areas at each school will not be used for other purposes, and staff members should not enter these areas unless necessary.

- Staff should instruct all students to "pump in" by using hand sanitizer in their classrooms to promote cleanliness and avoid congestion at the hand washing stations or the bathrooms at the beginning of the day. Hand wash regimens will also be instituted at key times.

- Staff should instruct students to "pump out" by using hand sanitizer in their classrooms to promote cleanliness and to avoid congestion at the hand washing stations or the bathrooms at the end of the day or the end of each class.

- At dismissal, which may be staggered as designated by building administrators, staff will escort students out of the buildings as follows: **Lincoln/Willard** – Classroom staff will escort students out the same door as their assigned entrance door while encouraging social distancing and discouraging congregating outside of school. **Roosevelt** – The last-period teacher will escort students to the closest door while encouraging social distancing and discouraging congregating outside of school.

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# D90 COVID-19 STAFF PROCEDURES GUIDE

## After Entry/Student Dismissal (concluded)

- Playground equipment will be closed to students and families for 30 minutes after students are dismissed each afternoon.

## Classroom Supply Protocols

- Staff will limit and discourage student objects brought from home.

- Elementary staff will provide individual bins or storage for student supplies, if possible. If there are items that must be shared, the materials should be put aside after each use for cleaning by custodial staff at the end of the day. Students must perform hand hygiene after each use of any shared supplies.

- Staff will ensure that students do not share paper products or disposable items.

- Staff will encourage students to avoid touching the face (eyes, nose and mouth), demonstrate proper mask wearing for students, and clarify expectations about mask-wearing.

- Only supervisors and staff who are required for instruction will be allowed in the classrooms.

- Staff should not visit any classroom other than their own without permission from the classroom teacher unless it is an emergency or arranged in advance with the teacher and an administrator.

- Staff will direct middle school students to use a disinfectant wipe to clean their individual work surfaces at the beginning of each class.

- At the PK-4 buildings, classroom cubbies/storage spaces may be used to store personal student belongings. Each classroom teacher will determine a procedure that adheres to social distancing guidelines for allowing students into the cubby area to retrieve items. Middle school students will be directed to bring student supplies and materials each day in backpacks and refrain from bringing excess items. Middle school students will be directed to carry any apparel with them from class to class since lockers will be restricted for most children.

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# D90 COVID-19 STAFF PROCEDURES GUIDE

## Classroom Supply Protocols (concluded)

- If a student becomes symptomatic during an instructional period, the classroom teacher will contact the nurse to escort the student with his or her things to the quarantine area. No students or staff should sit at or touch the affected student's desk, table, chairs or supplies. The nurse will inform the custodial staff of the need to clean and disinfect the impacted space.

## Hallways/Movement

- During hallway movement (which will be two-way directionally) staff will instruct students to stay to the right as much as possible. At Roosevelt and Willard, the hand washing stations should be used as "road medians" to promote social distancing.

- At the PK-4 schools, staff will schedule coordinated student bathroom breaks and escort individual classrooms to the restroom.

- At Roosevelt, staff will monitor the hallways during passing periods to ensure a limited number of persons entering bathrooms at one time.

- During classroom bathroom breaks or during passing periods, students will maintain social distancing outside of the bathrooms using floor decals. There will be floor decals inside of the bathrooms to be used as a designated waiting spot if no stall/urinal is available. When the door is opened, a student may enter if the decal for waiting location is unoccupied. If occupied, students must continue to wait outside the rest room.

- Staff should also schedule hand hygiene breaks, including:
    - before and after eating snacks (which may only occur outside the building)
    - transitioning to a new space

- Any permitted snack breaks will occur outside, while adhering to six-foot social distancing mandates and performing hand hygiene functions before exiting and returning into the classroom.

# D90 COVID-19 STAFF PROCEDURES GUIDE

## PPE/Safety Protocols

- Social distancing of six feet must be observed as much as possible.

- No more than 50 individuals may gather in one space under any circumstances.

- Staff and students should abstain from physical contact, including, but not limited to handshakes, high fives, hugs, etc.

- All individuals must wear face coverings at all times in school buildings (covering nose and mouth) even when social distancing is maintained.

- Every staff member will be issued two washable masks, one with a clear panel. Nurses and applicable special education staff and other personnel with specialty assignments will be issued gowns, face shields and KN-95 masks.

- Staff members may use their own face mask.

- Staff with a medical reason for not wearing a mask must consult an administrator so that a reasonable accommodations can be discussed. Face shields are not an acceptable substitute for a mask unless medically contraindicated. In that case, an administrator must be consulted before this is allowed.

- Staff will be encouraged to wash hands regularly.

- Classrooms and other instructional areas will be equipped with hand sanitizer, disinfectant wipes and air purifiers.

- Staff will ensure that classroom libraries (as well as the building LLC's) will quarantine books used by students for the recommended amount of days before being put back into circulation.

- Classroom staff must supervise the use of hand sanitizer so that children do not ingest or use it improperly.

- Staff should individually problem-solve issues with any allergies for students or staff concerning hand sanitizer or soap use.

# D90 COVID-19 STAFF PROCEDURES GUIDE

## PPE/Safety Protocols (concluded)

- Staff, with custodial staff assistance, will ensure that adequate hygiene supplies are present in the classroom. Please contact the office if you require extra supplies at any time.

- Nurses will work with each building administrator to answer health and safety-related questions for students, staff, and families. The D90 contact tracer will work with families to address health issues and assist nurses in monitoring the circumstances of students or staff who are symptomatic, diagnosed, or have been exposed to COVID-19.

- Students will be encouraged to bring a refillable water bottle with a straw or "sipper" mouthpiece. Students may not use the water fountains but will be permitted to refill water bottles at the water bottle filling stations. Each classroom will have a limited supply of bottled water for those students that forget their water bottles.

- Staff should handle student protocol infractions as any other violation of District policy, procedure or practice. After addressing any initial infractions with students in the classroom, please inform your administrator if students do not comport with procedural expectations, including mask-wearing violations.

- Staff will conduct all team, department and other staff meetings virtually, unless planned otherwise.

- Visitors to the schools will be highly restricted and subjected to a symptom check at arrival and all social distancing and mask-wearing requirements.

## Engineer/Custodial Procedures

- Custodial staff will continue to clean each night per the existing custodial cleaning schedule. The custodial staff will also disinfect each classroom, bathroom and common area each night with the electrostatic sprayer.

- Custodial staff will develop a schedule to periodically clean and disinfect bathrooms, common areas, high touch areas, and any open and available instructional areas during the school day.

# D90 COVID-19 STAFF PROCEDURES GUIDE

**Engineer/Custodial Procedures (concluded)**

- If staff observes that additional cleaning is needed, they should notify an administrator immediately.

- Quarantine areas will be cleaned and disinfected following industry protocols once they are vacated.

- Each morning at 6am, Building Engineers will open all windows regardless of the weather. Windows will remain open all day. Additionally, the Engineers will set each unit ventilator to the economizer cycle, or 100% outside air intake, to act as a complete purge of the system. As the outside temperature drops, that function will have to be reduced somewhat to avoid freezing of the heating coils. Regardless of outside temperature, however, unit ventilator fans will operate continuously while the building is occupied. Students and staff are encouraged to dress accordingly.

- Building Engineers will inspect air circulation systems to ensure that air filters are properly seated and ventilation functions are operating as indicated.

# Is it a COLD or FLU or COVID-19?

| Signs and Symptoms | COLD | FLU | COVID-19 |
|---|---|---|---|
| Symptom onset | Gradual | 2 days | 2-14 days |
| Body Aches | Slight | Common | Common |
| Cough | Common | Common | Common |
| Diarrhea | Rare | Sometimes | Sometimes |
| Fatigue/Weakness | Sometimes | Common | Common |
| Fever/Chills/Shaking | Rare | Common | Common |
| Loss of Taste or Smell | Never | Never | Sometimes |
| Shortness of breath or Difficulty Breathing | Rare | Common | Common |
| Stuffy nose | Common | Common | Rare |
| Sneezing | Common | Sometimes | Rare |
| Sore throat | Common | Common | Common |
| Headache | Rare | Common | Common |

**IDPH**
ILLINOIS DEPARTMENT OF PUBLIC HEALTH

10/14/2020

## Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs[1] for Addressing COVID-19

**Procedures for Students, Faculty and Support Staff who Test Positive:**

- An immediate notification should be sent to the school/day care from the parent, faculty, or support staff, and this reporting requirement should be communicated to all in advance.
- The school/day care should send an immediate written notification to the Local Health Department (LHD) and begin discussions on next steps; the school/day care should share with the LHD 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/day care and total number of classrooms
    - Total number of staff at the school/day care
    - 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/day care
- The LHD will contact the COVID-positive staff person, or the parents/guardians of the COVID-positive child to complete the investigation and conduct contact tracing to identify close contacts to the case (persons within 6 feet, for at least 15 minutes cumulatively while the individual was infectious).
- If the COVID-positive child/staff person was in the daycare/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/daycare will notify families, teachers, and support staff while maintaining confidentiality as required by the Americans with Disabilities Act (ACA) and the Family Educational Rights and Privacy Act. The notification should be sent as soon as possible and include information on symptom monitoring, what to do if symptoms develop, COVID-19 prevention strategies, and information on what the school/day care is doing in response to the positive case. In advance of a positive case, the school/day care

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[1] Day Care Programs includes all day care centers, day care homes, and group day care homes licensed by the Department of Children & Family Services (DCFS) and day care centers that are exempt from licensure.

should prepare a draft notification and have it reviewed by the LHD. A sample notification is available on ISBE's COVID website and IDPH's LHD COVID WebPortal.
- The COVID-positive individual should remain in home isolation as instructed by the LHD.
- Before isolation precautions are discontinued and clearance is granted for entry or return to school/day care, CDC's Discontinuation of Isolation requirements should be met.
- Persons with a recent positive SARS-CoV-2 test result within 90 days of a prior positive viral test do not need to re-isolate if asymptomatic. If symptomatic, consult with the local health department.

**Procedures for Students, Faculty and Support Staff who are Close Contacts to a Confirmed COVID-19 Case:**

- Schools/day cares should provide to the LHD attendance records, classroom schedules, seating charts, transportation schedules, and staff assignments to identify close school contacts (within 6 feet for 15 minutes) to the COVID-positive child/staff person.
- Close household and social contacts to a COVID-19 case will be identified by the LHD through contact tracing interviews with the COVID-positive staff person, or the parents/guardians of the COVID-positive child.
- In day care settings, especially with infants and toddlers, the entire class and staff will be considered close contacts.
- The school/day care should determine if other staff members not normally assigned to classrooms were exposed by reviewing records and interviewing staff.
- Close contacts to a case of COVID-19 should be quarantined at home for 14 days, as long as they remain asymptomatic. Siblings, parents/guardians, and other household members of the case who are deemed to be close contacts will also be quarantined. After completing 14 calendar days in quarantine, asymptomatic contacts may return to school/day care.
- If the close contact develops symptoms, COVID-19 diagnostic testing is recommended. If they remain asymptomatic, all close contacts are recommended to be tested between 5-9 days after exposure to a positive case.
- If the contact becomes symptomatic during quarantine, they will be managed as a probable case (if not tested) or a confirmed case (if they test positive).
- Probable and confirmed cases should complete 10 days of isolation from the date of first symptom onset, demonstrate improvement of symptoms and be fever-free for 24 hours without use of fever-reducing medications before they are allowed to return to school/day care.

**Procedures for Students, Teachers, and Support Staff who Become Sick at School/Day Care:**

- The student or staff person who becomes sick while at school/day care or arrives sick with a COVID-like symptom(s) should be immediately masked, if not already so, and sent to the designated separation room (a room that can be used to isolate a sick child for evaluation of the sick individual).

- If the nurse is screening a symptomatic student, it will be safest for them to be wearing fit tested N95 mask, eye protection with face shield or googles, gown and gloves. With N95 masks, the user should be trained on the type of PPE required and how to don (put on) and doff (remove) it correctly and safely. Respirators such as N95s must be used as part of a written respiratory protection program.[3] OSHA requires that N95 masks be fit tested prior to use. This is an important step to ensure a tight fit for the mask to be effective in providing protection. Schools should contact their LHD to determine where fit testing can be obtained in their area. If a fit-tested N95 respirator is not available, the next safest levels of respiratory protection include, in the following order: a non-fit-tested N95 respirator, a KN95 respirator on the FDA-approved list[5], or a surgical mask.
- Individuals who tested COVID-19 positive within the past 3 months by PCR or Antigen test should be assessed for other illnesses and excluded as appropriate for presenting symptom or illness.
- Based on clinical assessments and when possible (e.g., schools with school-based health clinics), the sick individual should be tested for COVID-19 and other respiratory viruses, where indicated. Depending on the severity of illness:
  - Sick students and staff should be:
    - safely transported home by parent or guardian as soon as possible, or
    - safely transported by parent or guardian to a healthcare facility for clinical evaluation and testing, if necessary.
- Other household members in the school must be sent home until an alternative diagnosis is made or negative result received.
- Schools/day cares are encouraged to work with their LHD to arrange for medical evaluation and testing options to ensure testing arrangements can be made quickly when indicated.
  - Sick individuals should remain in home isolation until testing is completed. If COVID-negative, the child or staff person should remain out of school/day care until they have been afebrile (fever-free) for 24 hours without fever-reducing medication, and symptoms improved.
  - If they test COVID-positive, refer to the section, "**Procedures for Students, Faculty and Support Staff who Test Positive**."
  - If testing is not performed due to the clinical judgment of the healthcare provider, a medical note is needed to return to school/day care documenting that there is no clinical suspicion for COVID-19 infection and indicate an alternative diagnosis with exclusion consistent with this diagnosis, e.g., 24 hours afebrile.
  - If testing is not performed for other reasons, the child should remain out of school/day care for 10 calendar days after symptom onset and 24 hours afebrile (fever-free) without fever-reducing medication and symptoms improved.
- All areas used by the sick individual should be cleaned and disinfected thoroughly according to CDC guidelines and as described below.
- Schools should provide LHDs with reporting on number of children excluded and methods used to return to school as requested by the LHD.

**Procedures for Contact Tracing and Quarantining Persons Exposed to a Confirmed COVID-19 Case:**

- Parents/guardians of a COVID-positive child, or a COVID-positive staff person will be interviewed by personnel from the LHD. The purpose for the interview is to identify everyone with whom the COVID-positive individual had close contact (within 6 feet for a cumulative 15 minutes or more while the individual was infectious).
  - The infectious period begins 2 days before the onset of symptoms (for a symptomatic person) or 2 days before the positive sample was obtained (for an asymptomatic person) and ends when the COVID-positive individual was placed in isolation.
  - Factors to consider when defining close contact include proximity, the duration of exposure (e.g., longer exposure time likely increases exposure risk), and whether the exposure was to a person with symptoms (e.g., coughing likely increases exposure risk). Brief interactions are less likely to result in transmission; however, symptoms and the type of interaction (e.g., did the infected person cough directly into the face of the exposed individual) remain important.
  - Individuals who tested COVID-19 positive within the past 3 months by PCR or Antigen test do not need to be quarantined.
  - Parents/guardians and staff must cooperate with the LHD for purposes of conducting contact tracing or any outbreak pursuant to the Control of Communicable Disease Code, 77 Illinois Administrative Code 690.
- School/day care personnel will inform the LHDs about possible exposures within the school/day care, including transportation, classroom, common areas and extracurricular activities. Schools/day cares should designate a person for this role and have them available after hours.
- All close contacts to a confirmed case of COVID-19 will be placed in **quarantine** for 14 days and monitored daily by the LHD for the onset of any signs and symptoms of COVID-19 . Testing of close contacts is also recommended and where possible, should be facilitated by the school/day care/LHD. CDC does not recommend universal testing of all students and staff. See CDC's Interim Considerations for testing in schools.  Any close contacts that have had a lab confirmed COVID-19 diagnoses within the past 90 days will not be required to quarantine.

**Procedures for Temporary Closure and Environmental Cleaning and Disinfection when a Confirmed or Possible Case of COVID-19 is Identified in a School/Day Care:**

- If a person diagnosed with COVID-19 is determined to have been within the school/day care during the 48 hours prior to symptom onset (for a symptomatic person) or 48 hours before specimen collection (for an asymptomatic person), the school/day care may be closed temporarily for cleaning and disinfection. School/day care closure will be determined by the LHD investigation as described below.

- An initial, temporary closure allows time for the LHD to gain a better understanding of the COVID-19 situation impacting the school/day care. This allows the LHD to help the school/day care determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.
- Areas used by the individual with COVID-19, e.g., classroom, restrooms, separation room in the School Nurse's office, will be closed off for as long as practical before beginning cleaning and disinfection to minimize potential for exposure to respiratory droplets. If possible, wait up to 24 hours before beginning cleaning and disinfection.
- Cleaning staff should 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.
- Schools/day care facilities should clean, sanitize and disinfect toys and bedding per CDC's guidance.
- Windows should be opened to increase air circulation in the area used by the individual with COVID-19.
- If surfaces are dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- For disinfection, most common EPA-registered household disinfectants should be effective.

**Procedures for Outbreak Response and Consideration for Closure:**

- An outbreak is defined as two cases that are linked epidemiologically with respect to person, place, and time. In other words, the two cases have shared close contacts and location and have onsets within 14 calendar days of each other. Conversely, two cases that occurred in different time frames (at least calendar 15 days apart), separate locations, and having no common source of exposure would not constitute an outbreak.
- Once an outbreak is identified, the LHD will further investigate to determine the extent of exposures at the school/day care and what control measures are needed to mitigate the outbreak. Alternative social distancing strategies, less drastic than closure, might include:
    - Quarantining the affected classroom, especially for infant and toddler classrooms where masking is not achievable and social distancing is challenging.
    - Suspending in-person learning for affected classes
    - Closing playgrounds.
    - Canceling non-essential activities and meetings.
    - Keeping students in stable class groups or classrooms and moving teachers between classes, if necessary.
    - Increasing spacing between students in classes.
    - Shortening the in-person school week.
    - Staggering school/day care start and lunch/break times across year groups or classes.

If there is substantial transmission in the local community, local health officials may suggest remote instruction as part of a community mitigation strategy. This longer-term, and likely broader-reaching, remote instruction is intended to slow transmission rates of COVID-19 in the community.  Consult the IDPH's Adaptive Pause guidance for additional information on factors and metrics to consider for school closure.

# COVID-19 INTERIM EXCLUSION GUIDANCE[1]
## Decision Tree for Symptomatic Individuals in Pre-K, K-12 Schools and Day Care Programs

**IDPH** — ILLINOIS DEPARTMENT OF PUBLIC HEALTH

> Send home or deny entry (and provide remote instruction) if **ANY** of the following symptoms[2] are present: Fever (100.4°F or higher), new onset of moderate to severe headache, shortness of breath, new cough, sore throat, vomiting, diarrhea, abdominal pain from unknown cause, new congestion/runny nose, new loss of sense of taste or smell, nausea, fatigue from unknown cause, muscle or body aches.
> **Medical Evaluation and Testing are Strongly Recommended for ALL Persons with COVID-Like Symptoms.**

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

1 Based on available data and science, schools must make local decisions informed by local context in consultation with their local public health department. This chart should be used in conjunction with the Public Health Interim Guidance for Pre-K-12 Schools and Day Care Programs1 for Addressing COVID-19.
2 New onset of a symptom not attributed to allergies or a pre-existing condition.
3 Severely immunocompromised or severely ill: may need to isolate for 20 days as per guidance from the individual's infectious disease physician.

4 If the individual has been identified by public health for quarantine or knows they are a close contact to a case, the 14-calendar-day quarantine must be completed.
5 Consider quarantine for other close contacts if there was poor adherence to social distancing or use of face coverings.
6 Contacts to close contacts of a case do not need to be excluded unless the close contact becomes a confirmed or probable case.

*Rev. 10/13/2020 Interim Guidance, Subject to updates*

# Supplemental Guidance: Considerations for School Nurses and Healthcare Providers

## Box A. Assessment of Symptomatic Persons

Consider the following when assessing symptomatic students/staff:

> Are symptoms <u>new</u> to the student/staff person or are they a change in baseline for that individual?

*Does the symptomatic individual have any of the following potential exposure risks?*

> Did the student/staff have an exposure to a suspected or confirmed COVID-19 case in the past 14 days?

> Is there a household or other close contact with similar symptoms who has not been yet classified as a confirmed or probable case?

> Is there a household member or other close contact with high-exposure risk occupation or activities (e.g. HCW, correctional worker, other congregate living setting worker or visitor)?

> Did the student/staff member have potential exposure due to out-of-school activities (private parties, playing with friend groups, etc.) or have poor compliance with mask wearing and social distancing?

> Do they <u>live</u> in an area of moderate or high community transmission? (as defined in the Adaptive Pause Metrics guidance[1])

> Do they have a history of <u>travel to</u> an area of high transmission in previous 14 days?

> Is there an outbreak in the school or has there been another known case of COVID-19 in the school building in the last 14 days or are there other students or staff in the classroom or cohort currently out with COVID-19 symptoms?

## Box B. Clinical Evaluation for Children with Symptoms of COVID-19

(https://www.cdc.gov/coronavirus/2019-ncov/hcp/pediatric-hcp.html)

> **Consider the individual's risk of exposure. See Box A.**

| **No** Exposure Risk Identified & resides in County with Minimal County Transmission[1] | Has Exposure Risk and/or Clinical Suspicion for COVID-19 |
|---|---|

If no known close contact to COVID-19 case and no other exposure risks, testing and exclusion for COVID-19 may be considered based on level of clinical suspicion and testing availability.

Isolation
COVID-19 Testing Recommended

Alternate diagnoses should be considered, and exclusions based on usual practice. (Isolate until at least 24 hours fever-free without fever-reducing medicine)

### TESTING
PCR or antigen (Ag) testing is acceptable.
- If an Ag detection test is negative and there is a high clinical suspicion of COVID-19, confirm with PCR, ideally within 2 days of the initial Ag test.
- If RT-PCR testing is not available, clinical discretion can be used to recommend isolation.

Test result is only valid for the day of specimen collection.

[1] Adaptive Pause and Metrics: Interim School Guidance for Local Health Departments. Available at https://www.isbe.net/Documents/IDPH-Adaptive-Pause-Metrics.pdf and CDC Indicators for Dynamic School Dec ion-Making available at https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/indicators.html#thresholds

**Resources:**
- COVID-19 Testing Overview https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/testing.html
- Isolation and Quarantine: CDC https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/index.html

# Key Metrics for School Decision Making:  Cook County and Village of River Forest (60305)
## Week of 10/4/2020 – 10/10/2020

| Risk Metrics Criteria | Cook County | River Forest |
|---|---|---|
| **County Status**<br><br>*Minimal: Alert for one metric but remained BLUE at any point in last four weeks*<br><br>*Moderate: Transitioned to ORANGE once in last 4 weeks*<br><br>*Substantial: Remained in ORANGE for >2 consecutive weeks* | BLUE<br>Minimal | N/A |
| **Weekly County (Village) Case rates per 100K Residents**<br><br>*Minimal:  <50*<br>*Moderate:  >50 to <= 100*<br>*Substantial:  >100* | 129<br>Substantial | 71.4<br>Moderate |
| **Weekly County (Village) Overall Case Numbers Increase for Two Consecutive Weeks**<br><br>*Minimal: >5% to <=10%*<br>*Moderate: >10 or <= 20%*<br>*Substantial: >20%* | +3193 Cases<br>Minimal | +10 Cases<br>Minimal |
| **Weekly County (Village) Youth Case Numbers Increase for Two Consecutive Weeks**<br><br>*Minimal: >5% to <=10%*<br>*Moderate: >10 or <= 20%*<br>*Substantial: >20%* | +388 Cases<br>Minimal | 48 Cases - *Baseline* |
| **Weekly Test Positivity**<br><br>*Minimal: <=5%*<br>*Moderate: >5% but <=8%*<br>*Substantial: >8%* | 5.6%<br>Moderate | 2.7%<br>Minimal |
| **Number of Metrics in Substantial Transmission** | 1/5 | 0/4 |
| **Number of Metrics in Moderate/Substantial Transmission** | 2/5 | 1/4 |

Data Source Links: IDPH COVID-19 County and School Metrics
WBEZ/Chicago Reporter Demographic Data
Enigma Forensics Coronavirus Data Tracker
Northwestern University Medical COVID-19 Dashboard

**From:** **COVID-19 School Response Dashboard** covidschooldashboard@gmail.com
**Subject:** COVID-19 School Response Dashboard: Wave 3!
**Date:** October 19, 2020 at 4:17 AM
**To:** condone@district90.org

All,

Thank you enormously for your interest and participation in the COVID-19 School Response Dashboard.

We wanted to alert you that we just released data from the third wave (September 28 through October 11). It can be seen in the Dashboard here. We've added the ability to filter the data by precautions taken, as well as included information on the prevalence of larger clusters in the schools we are tracking.

Recruitment and data collection is ongoing. If you're on this list and we're waiting on your baseline data or your biweekly survey...hint hint! Please consider completing and sending back. The data will be updating daily until our next push out next week, so getting yours in is incredibly valuable.

And if you've already sent your data in, THANK YOU. Look for the next biweekly next week.

Thank you so much for all that you do,

Dashboard Team


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_____

National COVID-19 School Response
In Partnership with AASA, NAESP, NASSP, Qualtrics & COVID-Explained

# COVID-19 School Response Dashboard

Filters    State: **Illinois** ▾    Regional Density: All ▾    School Type: All ▾    Learning Model: All ▾    PreK: All ▾    Elem: All ▾    Middle School: All ▾

High School: All ▾    🔒 Wave: 8/31 - 9/13, 9/14 - 9/27, 9/28 -10/11    Student Masks: All ▾    6 Foot Distance: All ▾    Groups under 25: All ▾    State Risk Level: All ▾
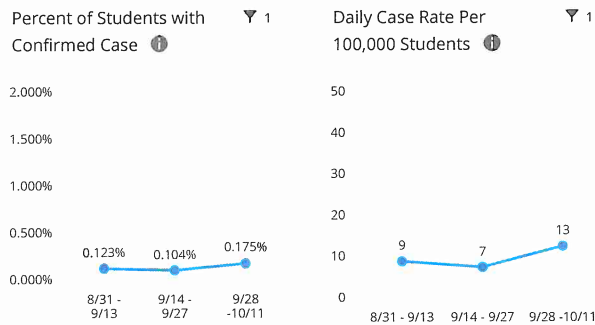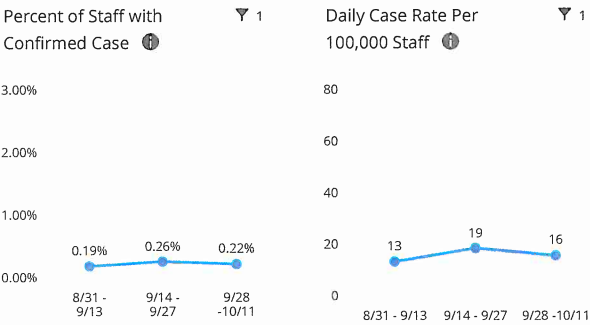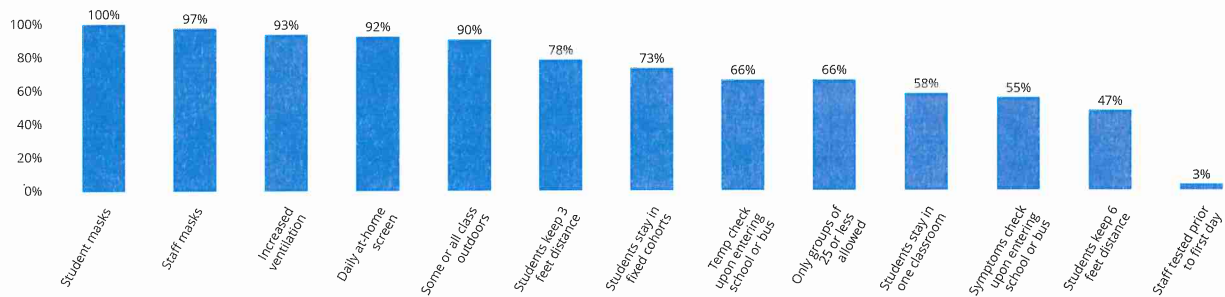
Hide Filters    Reset to Default
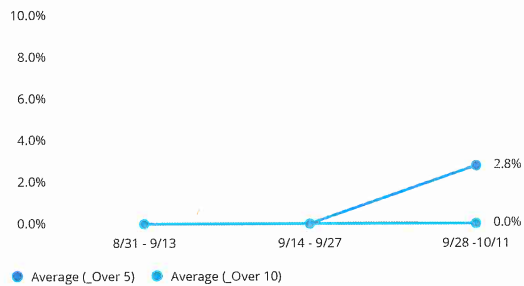
### Student Confirmed Infection Rate

**Percent of Students with Confirmed Case** ⓘ    ▼ 1

- 2.000%
- 1.500%
- 1.000%
- 0.500%
- 0.000%

0.123% (8/31 - 9/13)    0.104% (9/14 - 9/27)    0.175% (9/28 -10/11)

**Daily Case Rate Per 100,000 Students** ⓘ    ▼ 1

- 50
- 40
- 30
- 20
- 10
- 0

9 (8/31 - 9/13)    7 (9/14 - 9/27)    13 (9/28 -10/11)

### Staff Confirmed Infection Rate

**Percent of Staff with Confirmed Case** ⓘ    ▼ 1

- 3.00%
- 2.00%
- 1.00%
- 0.00%

0.19% (8/31 - 9/13)    0.26% (9/14 - 9/27)    0.22% (9/28 -10/11)

**Daily Case Rate Per 100,000 Staff** ⓘ    ▼ 1

- 80
- 60
- 40
- 20
- 0

13 (8/31 - 9/13)    19 (9/14 - 9/27)    16 (9/28 -10/11)

### Mitigation Strategies ⓘ    73 Responses    ▼ 1

| Strategy | Percent |
|---|---|
| Student masks | 100% |
| Staff masks | 97% |
| Increased ventilation | 93% |
| Daily at-home screen | 92% |
| Some or all class outdoors | 90% |
| Students keep 3 feet distance | 78% |
| Students stay in fixed cohorts | 73% |
| Temp check upon entering school or bus | 66% |
| Only groups of 25 or less allowed | 66% |
| Students stay in one classroom | 58% |
| Symptoms check upon entering school or bus | 55% |
| Students keep 6 feet distance | 47% |
| Staff tested prior to first day | 3% |

### Share of Schools with Larger Outbreaks ⓘ    ▼ 1

- 10.0%
- 8.0%
- 6.0%
- 4.0%
- 2.0%
- 0.0%

Average (_Over 10): 2.8% (9/28 -10/11)
Average (_Over 5): 0.0% (9/28 -10/11)
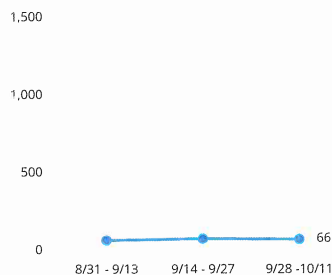
● Average (_Over 5)    ● Average (_Over 10)

**Are you a superintendent and want to enroll your school district?**
Start enrollment survey

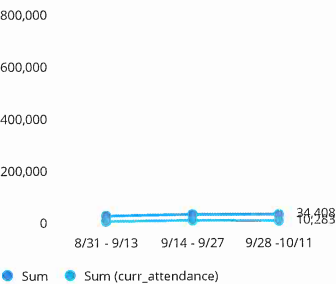**Want to enroll your school directly?**
Start baseline survey

Explore this data in more detail in Stats iQ, an easy-to-use data analysis tool

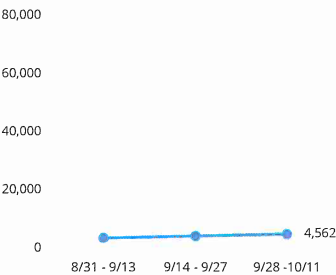### Schools Reporting

- 1,500
- 1,000
- 500
- 0

66 (9/28 -10/11)

### Students Represented in Dataset

- 800,000
- 600,000
- 400,000
- 200,000
- 0

34,408 / 10,283 (9/28 -10/11)

● Sum    ● Sum (curr_attendance)

### Staff Working in Building    ▼ 1

- 80,000
- 60,000
- 40,000
- 20,000
- 0

4,562 (9/28 -10/11)

# COVID-19 School Response Dashboard

Filters  State: All ▾  Regional Density: All ▾  School Type: All ▾  Learning Model: All ▾  PreK: All ▾  Elem: All ▾  Middle School: All ▾
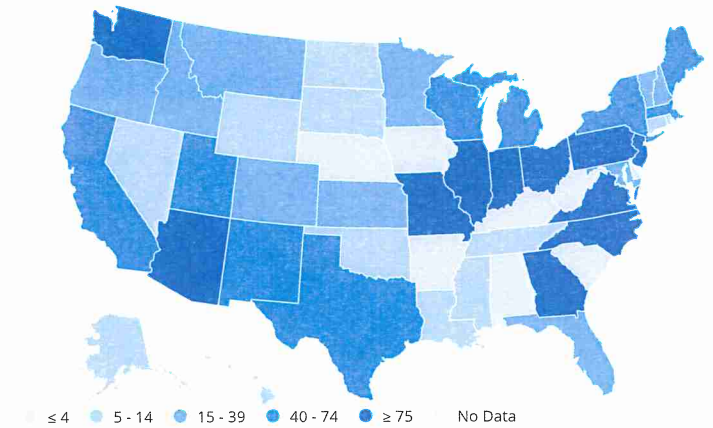
High School: All ▾  🔒 Wave: 8/31 - 9/13, 9/14 - 9/27  Hide Filters

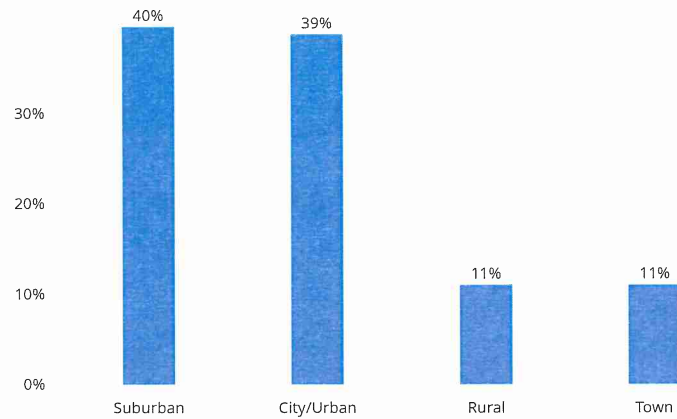## Learning Model ⓘ  102 Responses  ▼ 1
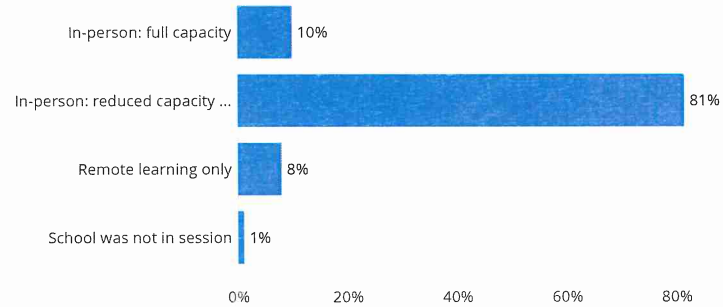


- In-person: full capacity — 10%
- In-person: reduced capacity ... — 81%
- Remote learning only — 8%
- School was not in session — 1%

## Survey Responses Collected  2,023 Responses



≤ 4   5 - 14   15 - 39   40 - 74   ≥ 75   No Data

## Regional Density  101 Responses  ▼ 1



- Suburban — 40%
- City/Urban — 39%
- Rural — 11%
- Town — 11%

## School Type  101 Responses  ▼ 1
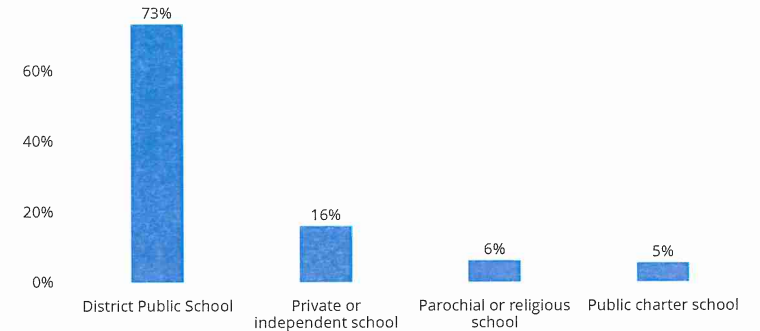


- District Public School — 73%
- Private or independent school — 16%
- Parochial or religious school — 6%
- Public charter school — 5%

**Are you a superintendent and want to enroll your school district?**

[Start enrollment survey](#)

**Explore this data in more detail** in Stats iQ, an easy-to-use data analysis tool

**Want to enroll your school directly?**

[Start baseline survey](#)

# CDC indicators and thresholds for risk of introduction and transmission of COVID-19 in schools

| INDICATORS | Lowest risk of transmission in schools | Lower risk of transmission in schools | Moderate risk of transmission in schools | Higher risk of transmission in schools | Highest risk of transmission in schools |
|---|---|---|---|---|---|
| **CORE INDICATORS** | | | | | |
| Number of new cases per 100,000 persons within the last 14 days* | <5 | 5 to <20 | 20 to <50 | 50 to ≤ 200 | >200 |
| Percentage of RT-PCR tests that are positive during the last 14 days** | <3% | 3% to <5% | 5% to <8% | 8% to ≤ 10% | >10% |
| Ability of the school to implement 5 key mitigation strategies:<br><br>• Consistent and correct use of masks<br>• Social distancing to the largest extent possible<br>• Hand hygiene and respiratory etiquette<br>• Cleaning and disinfection<br>• Contact tracing in collaboration with local health department<br><br>Schools should adopt the additional mitigation measures outlined below to the extent possible, practical and feasible. | Implemented **all 5** strategies correctly and consistently | Implemented **all 5** strategies correctly but inconsistently | Implemented **3-4** strategies correctly and consistently | Implemented **1-2** strategies correctly and consistently | Implemented **no** strategies |
| **SECONDARY INDICATORS** | | | | | |
| Percent change in new cases per 100,000 population during the last 7 days compared with the previous 7 days (negative values indicate improving trends) | <-10% | -10% to <-5% | -5% to <0% | 0% to ≤ 10% | >10% |
| Percentage of hospital inpatient beds in the community that are occupied*** | <80% | <80% | 80 to 90% | >90% | >90% |

| Percentage of intensive care unit beds in the community that are occupied*** | <80% | <80% | 80 to 90% | >90% | >90% |
|---|---|---|---|---|---|
| Percentage of hospital inpatient beds in the community that are occupied by patients with COVID-19*** | <5% | 5% to <10% | 10% to 15% | >15% | >15% |
| Existence of localized community/public setting COVID-19 outbreak**** | No | No | Yes | Yes | Yes |

*Number of new cases per 100,000 persons within the last 14 days is calculated by adding the number of new cases in the county (or other community type) in the last 14 days divided by the population in the county (or other community type) and multiplying by 100,000.

**Percentage of RT-PCR tests in the community (e.g., county) that are positive during the last 14 days is calculated by dividing the number of positive tests over the last 14 days by the total number of tests resulted over the last 14 days. Diagnostic tests are viral (RT-PCR) diagnostic and screening laboratory tests (excludes antibody testing and RT-PCR testing for surveillance purposes). Learn more on the Calculating Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-CoV-2) Laboratory Test Percent Positivity: CDC Methods and Considerations for Comparisons and Interpretation webpage.

***Hospital beds and ICU beds occupied: These indicators are proxies for underlying community burden and the ability of the local healthcare system to support additional people with severe illness, including those with COVID-19. A community can be defined at the city, county or metro area level; federal analyses of hospital utilization rates within a community are typically conducted at the core-based statistical area (e.g., by metropolitan or micropolitan status).

**** Sudden increase in the number of COVID-19 cases in a localized community or geographic area as determined by the local and state health department.