



**Riverside District 96 Pandemic Preparedness Committee Meeting Agenda**  
**Friday, March 6, 2020**  
**2:00-4:00PM**  
**Riverside District 96 Office**



**Topic of Discussion and Review: COVID-19/Coronavirus Pandemic Planning**

**Committee Members:**

Dave Barsotti- Board Member

Chief Matt Buckley- Riverside Fire Chief

Tom Burke- Teacher/PE and Health

Jeanne Duffy- Lead Nurse

James Fitton- Director of Finance/Buildings & Grounds

Casimira Gorman- Building Principal

Shari Klyber- Board Member

Donna McLachlan- Human Resources

Martha Ryan-Toye- Superintendent

Pam Shaw- Director of Special Education and  
Student Services

Jason Smit- Tech

Don Tufano- Director of Technology

- **Committee Member/District Stakeholders introductions**
- **School System Policy Review Process- D96 Board Policy**
- **Planning/Incident Command Systems/Stakeholders**  
Guidance/Information/Agencies that support in addressing school district decisions:
  - IDPH & CDC
  - ISBE & Regional Office of Education
  - IASA and ASSA
  - Riverside Fire Department
- **Communication Plan**  
Communication families, staff, students
- **Prevention & Education Efforts**
  - Handwashing
  - Sneezing/coughing into elbows
  - Cleaning of facilities
- **Surveillance Systems**  
Tracking and reporting/Nurses & Administrators
- **Continuity of Learning**  
Remote learning
- **Other items for discussion:**
  - Social Workers on alert-met with team on 02/28/2020
  - FRL food distribution if school is closed
  - Large gatherings: sports events, assemblies, auditorium events, open house
- **Review CDC Checklist**

## Pandemic Preparedness Committee

David Barsotti	BOE	<a href="mailto:barsottid@district96.org">barsottid@district96.org</a>
Matt Buckley	Fire Chief - Riverside Fire Department	<a href="mailto:mbuckley@riverside.il.us">mbuckley@riverside.il.us</a>
Tom Burke	P.E./Athletic Director-Hauser	<a href="mailto:burket@district96.org">burket@district96.org</a>
Jeanne Duffy	Nurse-Blythe Park/Hollywood	<a href="mailto:duffyj@district96.org">duffyj@district96.org</a>
Jim Fitton	Operations & Maintenance-D.O.	<a href="mailto:fittonj@district96.org">fittonj@district96.org</a>
Casimira Gorman	Blythe Park Principal	<a href="mailto:gormanc@district96.org">gormanc@district96.org</a>
Shari Klyber	BOE	<a href="mailto:klybers@district96.org">klybers@district96.org</a>
Donna McLachlan	Human Resources-D.O.	<a href="mailto:mclachland@district96.org">mclachland@district96.org</a>
Martha Ryan-Toye	Superintendent-D.O.	<a href="mailto:ryan-toyem@district96.org">ryan-toyem@district96.org</a>
Pam Shaw	Dir. of Special Ed. & Student Services-D.O.	<a href="mailto:shawp@district96.org">shawp@district96.org</a>
Jason Smit	Instructional Tech. Coordinator-D.O.	<a href="mailto:smitj@district96.org">smitj@district96.org</a>
Don Tufano	Director of Technology-D.O.	<a href="mailto:tufanod@district96.org">tufanod@district96.org</a>

# **School System Policy Review Process**

## OPERATIONAL SERVICES

### 4:180 Pandemic Preparedness

The School Board recognizes that the District will play an essential role along with the local health department and emergency management agencies in protecting the public's health and safety if an influenza pandemic occurs. Pandemic influenza is a worldwide outbreak of a virus for which there is little or no natural immunity and no vaccine; it spreads quickly to people who have not been previously exposed to the new virus.

To prepare the School District community for a pandemic, the Superintendent or designee shall: (1) learn and understand the roles that the federal, State, and local government would play in an epidemic; (2) form a pandemic planning team consisting of appropriate District personnel and community members to identify priorities and oversee the development and implementation of a comprehensive pandemic influenza school action plan; and (3) build awareness of the final plan among staff, students, and community.

### Emergency School Closing

In the case of a pandemic, any decision for an emergency school closing will be made by the Superintendent in consultation with and, if necessary, at the direction of the District's local health department, emergency management agencies, and Regional Office of Education.

### LEGAL REF.:

105 ILCS 5/10-16.7 and 5/10-20.5.

Ill. Dept. of Public Health Act (Part 1), 20 ILCS 2305/2(b).

Ill. Emergency Management Agency Act, 20 ILCS 3305.

Ill. Educational Labor Relations Act, 115 ILCS 5/.

CROSS REF.: 1:20 (District Organization, Operations, and Cooperative Agreements), 2:20 (Powers and Duties of the School Board; Indemnification), 4:170 (Safety), 7:90 (Release During School Hours), 8:100 (Relations with Other Organizations and Agencies)

ADOPTED: April 19, 2017

## Operational Services

### Administrative Procedure - School Action Steps for Pandemic Influenza

Building a strong relationship with the local health department and emergency medical agencies is critical for developing a meaningful school action plan to address pandemic influenza. The key planning activities in this checklist should build upon the District's existing contingency plans.

The following is a list of important step-by-step actions school officials should take before a pandemic influenza outbreak. This list needs to be repeated when an outbreak has several cycles or waves.

#### Prior to Outbreak/Preparedness and Planning Phase

Actor	Action
Superintendent or designee	Identify Pandemic Planning Team to operate as a Superintendent Committee that includes one or two Board of Education members, administrators, and staff members.
Superintendent and Board of Education	Identify, modify, and monitor relevant policies that a pandemic may possibly affect, including but not limited to: <ul style="list-style-type: none"> <li>1:20. District Organization, Operations, and Cooperative Agreements</li> <li>2:20. Powers and Duties of the Board of Education: Indemnification</li> <li>2:200. Types of Board of Education Meetings</li> <li>3:70. Succession Plan</li> <li>4:130. Free and Reduced-Price Food Services</li> <li>4:180. Pandemic Preparedness</li> <li>5:35. Compliance with the Fair Labor Standards Act</li> <li>5:40. Communicable and Chronic Infectious Disease</li> <li>5:180. Temporary Illness or Incapacity</li> <li>5:185. Family and Medical Leave</li> <li>5:200. Terms and Conditions of Employment and Dismissal</li> <li>5:270. Employment At-will, Compensation, and Assignment</li> <li>5:300. Schedule and Employment Year</li> <li>5:330. Sick Days, Vacation, Holidays and Leaves</li> <li>6:20. School Year Calendar and Day</li> <li>6:120. Education of Children with Disabilities</li> <li>6:150. Home and Hospital Instruction</li> <li>7:70. Truancy</li> <li>7:280. Communicable and Chronic Infectious Disease</li> <li>8:100. Relations with Other Organizations and Agencies</li> </ul>
Superintendent or designee and Pandemic Planning Team	<p>Begin use of the <b>School District (K-12) Pandemic Influenza Planning Checklist</b> at:  <a href="http://www.flu.gov/planning-preparedness/school/schoolchecklist.html">www.flu.gov/planning-preparedness/school/schoolchecklist.html</a>.</p> <p>Ensure a succession plan exists in case Board members, administrators, and/or others are unable to fulfill duties during the pandemic. Succession plans for Board members unable to fulfill duties during the pandemic may create a vacancy on the Board. Discuss the issues of succession plans for elected officials with the Board Attorney.</p> <p>Work with local health and emergency preparedness officials. They may want to use the schools to disseminate information to families.</p> <p>Train employees about FLSA, overtime, and recordkeeping requirements</p>

Actor	Action
	<p>necessary to work during a pandemic while the School District is closed.</p> <p>Open communications with employee unions regarding "wages, hours and terms and conditions of employment" during a pandemic.</p> <p>Address policies for employee absenteeism, identifying critical job functions, plans for alternate coverage, and return-to-work policies as well as flu symptom recognition.</p> <p>Train nurses and staff in flu symptom recognition. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>. Remember that a person who is infected does not show symptoms right away, but children becoming ill may show different behavior than usual, such as eating less or being irritable. Knowing the differences between seasonal and pandemic flu is also critical to pandemic preparedness. A fact sheet is available at: <a href="http://www.cdc.gov/flu/pandemic-resources/basics/about.html">www.cdc.gov/flu/pandemic-resources/basics/about.html</a>.</p> <p>Train staff to protect themselves from occupational exposure to influenza through workplace <i>social distancing</i> based upon the Occupational Safety and Health Administration's (OSHA) <b>Guidance on Preparing Workplaces for an Influenza Pandemic</b>, which may be found at: <a href="http://www.osha.gov/Publications/influenza_pandemic.html">www.osha.gov/Publications/influenza_pandemic.html</a>.</p> <p>Ensure that <b>Standard Surveillance</b> disease recognition procedures are in place and implemented. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i>.</p> <p>Encourage the use of simple non-medical ways to reduce the spread of flu by <i>cough and sneeze etiquette</i> and cleansing of hands and work areas.</p> <p>Decide to what extent the District will encourage or require students and staff to stay home when they are mildly ill. Some parents/guardians may need to be more cautious in keeping their students out of school.</p> <p>Identify students who have a greater risk of infection and are most vulnerable to serious illness. Review their health needs and encourage those families to talk with their health care providers.</p> <p>Assess nutritional assistance needs for students who receive free and reduced-price food programs. For more information about providing continuity of meal distribution for students eligible for reimbursable meals, see Q &amp; A #5 at: <a href="http://www.isbe.net/Documents/usda_qa072309.pdf">www.isbe.net/Documents/usda_qa072309.pdf</a></p> <p>Through consultation with the Regional Office of Education and local authorities, develop strategies for remote learning through collaborative agreements (television or other local cable stations, teleconferencing, electronic instructional resources, etc.).</p> <p>Educate staff, students, and parents/guardians about the differences between the various types of flu, best hygienic practices to prevent any sort of flu, and what could occur in a pandemic. See <b>Sample Parent Letter #1, Preparation and Planning</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_ltr_preparation.pdf</a>.</p> <p>Also see, <b>Preparing for the Flu</b> at: <a href="http://www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutoolkit.pdf">www.cdc.gov/h1n1flu/schools/toolkit/pdf/schoolflutoolkit.pdf</a> and <a href="http://www.dph.illinois.gov/topics-services/diseases-and-">www.dph.illinois.gov/topics-services/diseases-and-</a></p>

Actor	Action
	<a href="#">conditions/influenza#publications-publications-influenza</a> . Review Sections IV and V of <b>School Guidance During an Influenza Pandemic</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/schoolguide.htm">www.idph.state.il.us/pandemic_flu/schoolguide.htm</a> .

#### Outbreak of Flu Disease

Actor	Action
Superintendent or designee	Consider issuing <b>Sample Parent Letter # 2, First Bird Case</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_ltr_bird.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_ltr_bird.pdf</a> . Begin <b>Heightened Surveillance</b> responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .  Issue <b>Sample Parent/Guardian Letter #3, Illinois/Regional Cases</b> , informing parents/guardians that some students are sick but schools remain open, include tip sheets and information resource list. A sample is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_il_cases.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_il_cases.pdf</a> .
Pandemic Planning Team	Work with local health department regarding a press release announcing that schools will remain open and advising parents/guardians of their need to prepare. A sample, titled <b>Schools Open</b> , is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_media_open.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_media_open.pdf</a> .
Building Principal	Post flu prevention signs on campuses. See Section V of <b>School Guidance During an Influenza Pandemic</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/schoolguide.htm">www.idph.state.il.us/pandemic_flu/schoolguide.htm</a> .

#### Expansion of the Outbreak

Actor	Action
Local Health Department	Issue epidemic statement to general public.
Superintendent or designee	Begin <b>Intensive Surveillance</b> responses. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> .

#### Continued Expansion of the Outbreak

Actor	Action
Local Health Department	Evaluate the need for school closure with local school officials.
Superintendent or designee	In consultation with local health department, emergency management agencies, and Regional Office of Education, close school(s).  Issue press release. A sample, titled <b>Schools Closed</b> , is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_media_closed.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_media_closed.pdf</a> .  Issue <b>Sample Parent Letter #4, School Closure</b> . A sample is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_closures.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_closures.pdf</a> .
Board of Education and/or Superintendent	Cancel any non-academic events.

#### Following the Outbreak

Actor	Action
-------	--------

Local Health Department	Evaluate the advisability of opening school(s) with school officials.
Superintendent or designee	Issue press release that schools are open. Issue <b>Sample Parent Letter #5, Schools Reopen</b> . A sample is at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_reopening.pdf</a> .
Pandemic Planning Team	Continue communicating with local health department.
Superintendent or designee	Return to <b>Heightened Surveillance</b> response. See 4:180-AP2, <i>Pandemic Influenza Surveillance and Reporting</i> . Begin checklist again if an outbreak recurs.

**Local Health Department:**

**Regional Office of Education:**

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Telephone \_\_\_\_\_

**Emergency Management Agencies:**

Name \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

Address \_\_\_\_\_

Telephone \_\_\_\_\_

Telephone \_\_\_\_\_

Important Resources

The Illinois State Board of Education and Department of Public Health released a publication titled **School Guidance During an Influenza Pandemic**. December 2006 at: [www.idph.state.il.us/pandemic\\_flu/schoolguide.htm](http://www.idph.state.il.us/pandemic_flu/schoolguide.htm).

The resource is meant to guide and supplement, not replace school districts' existing plans.

Further information on pandemic influenza can be found by calling 1-800-CDC-INFO or at the following websites:

- [www.pandemicflu.gov](http://www.pandemicflu.gov)
- [www.cdc.gov/flu](http://www.cdc.gov/flu)
- [www.redcross.org](http://www.redcross.org)
- [www.cchealth.org](http://www.cchealth.org)

DATED: August 23, 2018



## Operational Services

### Administrative Procedure - Pandemic Influenza Surveillance and Reporting

During all levels of a pandemic flu outbreak, monitoring and documenting the number of students and faculty who are absent and report having influenza is critical. Keeping track of these numbers helps health officials determine whether: (1) the outbreak is increasing in scope, (2) to declare an epidemic and (3) to close schools. Consult the local public health department for an illness' *expected range*.

The following information assists officials with monitoring illness rates and the potential for an epidemic:

- Basic surveillance level definitions and response actions with instructions as outlined below.
- Website links to reporting form(s) to submit to the local public health department.
- Sample attendance log to document flu-related absences.

Surveillance Levels	Response Actions
<b>Standard Surveillance -</b> Reported illnesses are within expected range.	Monitor attendance for increased reports of absence due to flu-like illness.  Do not report absences to the local health department.
<b>Heightened Surveillance -</b> Reported illnesses exceed expected range.	Monitor weekly attendance for flu-like illness absences on <b>Weekly Influenza Census</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_weekly_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_weekly_census.pdf</a> .  Begin morning <i>flu check</i> first hour of school; screen those who report positive for symptoms.  Log absences due to flu-like illness on <b>Daily Pandemic Influenza Census Log</b> . a sample is available at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_daily_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_daily_census.pdf</a> .  Send weekly absence report to local health department upon request.
<b>Intensive Surveillance -</b> Reported illnesses significantly exceed expected range.	Monitor daily attendance and log absences on <b>Daily Influenza Census or Daily Pandemic Influenza Log</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide_sppg_daily_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide_sppg_daily_census.pdf</a> .  Continue morning <i>flu check</i> .  Send daily absence report to local health department upon request.  Begin preparation for potential school closure.

#### Important Resources

School Guidance During an Influenza Pandemic, Section III. Surveillance at: [www.idph.state.il.us/pandemic\\_flu/schoolguide.htm](http://www.idph.state.il.us/pandemic_flu/schoolguide.htm).

DATED: August 23, 2018

**Planning / Incident  
Command Systems /  
Stakeholders**

## How to Respond to Coronavirus: 6 Steps for Schools

By Mark Lieberman

March 2, 2020

Cases of the novel coronavirus have begun to hit K-12 schools, and it's likely more will appear in the coming days as evidence mounts of the disease's spread beyond people who have recently traveled abroad. Schools in states with confirmed cases have begun closing, either to help limit the spread or to test out remote-learning capabilities in the event a longer closure is necessary. [← Back to Story](#)

There's still a lot that's unknown about the disease. Children have largely not been severely affected thus far, but scientists have yet to determine to what extent they contribute to the disease spreading to more vulnerable populations. The fatality rate for COVID-19 thus far (between 1 and 2 percent) **outstrips the more typical influenza virus** (0.1 percent on average), but that might be in part because it's difficult to detect the disease in patients who aren't exhibiting outward-facing symptoms, said Rachel Orscheln, an associate professor of pediatrics and infectious diseases at Washington University School of Medicine in St. Louis.

It's easy to imagine panicking at the thought of COVID-19 appearing in your district, but there's plenty of information and resources available to take action. Start by reading **the CDC's full list of guidelines for schools**.

Below are six critical steps K-12 leaders should follow if coronavirus emerges in your communities.

### 1. Defer to health department protocols.

The Centers for Disease Control and Prevention emphasizes that "schools are not expected to make decisions about dismissal or canceling events on their own," nor to screen students or staff to determine a COVID-19 diagnosis. All of those tasks are the purview of state and local health departments, which have liaisons who will work with school districts as cases arise.

When making contact with health department officials, schools should have some data ready to support their initial findings, said Em Stephens, a respiratory disease coordinator for the Virginia Department of Health.

### *See Also: Read More: Coronavirus and Schools*

That includes: the total number of students and staff; the number of students and staff who are ill or have been diagnosed with COVID-19; and the number of COVID-19 cases from the same classroom. That last number will help the health department determine whether there's evidence of an outbreak or whether reported illnesses are a reflection of what's happening in the community outside the school, Stephens said.

### 2. Develop a tentative plan for how school closures will work.

While it may be tempting to close schools as a preventative measure at the first sign of outbreak, such a decision could have "downstream" negative effects, Orscheln says. "It disrupts their normal routine, likely causes anxiety in the children, disrupts their educational process, and certainly impacts parents who now need to offer alternative child care which may not be readily available."

Particularly when parents serve important community roles like health-care workers, emergency personnel, and firefighters, keeping them on the sidelines may do more harm than good. Once again, health department officials will help schools make decisions about when to close and for how long.

Health departments tend to focus on making recommendations for pre-emptive closures when evidence of an outbreak has emerged, in an effort to reduce the number of people who risk being

affected, Stephens said. Reactive closures, typically driven by the availability of staff and resources to keep school open, tend to be decided by the schools and district themselves.

### **3. Monitor absenteeism patterns.**

An abnormal spike in absences over a short period of time can be an indication that disease of some kind is quickly spreading in the school. Health departments will be particularly interested in finding out how many of those absences appear to be connected to respiratory illnesses like the common cold or “the flu,” which share symptoms with COVID-19 including fever, cough, and shortness of breath. During this period, the CDC recommends, “perfect attendance awards and initiatives” should be actively discouraged.

### **4. Clean routinely.**

“Viruses can live on surfaces for a long time after they’ve been touched,” Orscheln said. It’s important for schools to routinely clean high-touch surfaces—the CDC mentions doorknobs, light switches, and countertops. The American Chemistry Council’s Center for Biocide Chemistries **has put together a list of products** that have been pre-approved by the U.S. Environmental Protection Agency for use in situations like this.

### **5. Create communications plans.**

Providing staff, parents, and students with as much information as possible will help prevent misconceptions from taking hold. School districts also need to keep in mind privacy restrictions and the importance of confidentiality when sharing the latest details on the status of people who have the disease, clearing all correspondence with health officials.

Virginia’s health department is working on developing documentation that school districts may be able to use as models rather than having to start from scratch, Stephens said. “Any information they put together is always a great resource,” she said.

### **6. Consider limiting big-group gatherings.**

As COVID-19 spreads, it might be prudent to limit people’s exposure to large groups of people. To that effect, the CDC recommends putting together grab-and-go bagged lunches or meal delivery options for students, rather than having everyone congregate in a cafeteria. The CDC has previously recommended **spacing out students’ desks** by at least three feet as a mitigation measure.

WEB ONLY



# PANDEMIC FLU

## A PLANNING GUIDE FOR EDUCATORS

### What is a Flu Pandemic?

An influenza (flu) pandemic is a global outbreak of disease that occurs when a new flu virus appears that can spread easily from person to person. Because people have not been exposed to this new virus before, they have little or no immunity to the virus; therefore serious illness or death is more likely to result than during seasonal flu.

It is difficult to predict when the next influenza pandemic will occur or how severe it will be. In addition, a pandemic may come and go in waves, each of which can last months at a time. The effects of a pandemic can be lessened if preparations are made ahead of time.

The illness rates for both seasonal and pandemic influenza are high among children, and schools are likely to be an important contributor to the spread of influenza in a community.

Scientific models support school closure as an effective means of reducing overall illness rates within communities and suggest that the value of this intervention is greatest if school closure occurs early in the course of a community outbreak.



“Educators must be integrally involved in state and local efforts to plan and prepare for a potential pandemic.”

– Secretary Margaret Spellings, March 2006



[www.pandemicflu.gov](http://www.pandemicflu.gov)

SEPTEMBER 2006  
THE MATERIAL ABOUT HEALTH AND MEDICINE IN THIS BROCHURE WAS PROVIDED BY THE U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES, AND THE CENTERS FOR DISEASE CONTROL AND PREVENTION

# Differences between seasonal flu and pandemic flu:

## Seasonal Flu



### THE VIRUS

- Caused by influenza viruses that are closely related to viruses that have previously circulated; most people will have some immunity to it.
- Symptoms include fever, cough, runny nose, and muscle pain.
- Complications such as pneumonia are most common in the very young and very old and may result in death.
- Vaccine is produced each season to protect people from the three influenza strains predicted to be most likely to cause illness.

### IMPACT ON THE COMMUNITY

- Seasonal flu kills about 36,000 Americans each year and hospitalizes more than 200,000 children and adults.

## Mild to Moderate Pandemic



### THE VIRUS

- Caused by a new influenza virus that has not previously circulated among people and that can be easily spread.
- Because most people will have no immunity to the new virus, it will likely cause illness in high numbers of people and more severe illness and deaths than seasonal influenza.
- Symptoms are similar to seasonal flu, but may be more severe and have more frequent serious complications.
- Healthy adults may be at increased risk for serious complications.

### IMPACT ON THE COMMUNITY

- May cause a moderate impact on society (e.g., some short-term school closings, encouragement of people who are sick to stay home).

## Severe Pandemic



### THE VIRUS

- A severe strain causes more-severe illness, results in greater loss of life, and has a greater impact on society.
- During the peak of a severe pandemic, workplace absenteeism could reach up to 40% due to people being ill themselves or caring for family members.

### IMPACT ON THE COMMUNITY

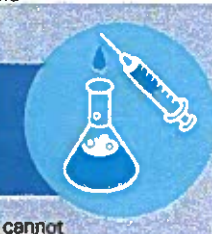
- Schools and day care/child care facilities may be closed.
- Public and social gatherings will be discouraged.
- The patterns of daily life could be changed for some time with basic services and access to supplies possibly disrupted.



## How does influenza spread?

Human influenza virus is mainly transmitted from person to person when an infected person coughs or sneezes. A lesser mode of transmission occurs when a person touches something that has the flu viruses on it and then touches his or her mouth or nose. Some individuals who are infected may never show symptoms or have mild symptoms, but could still spread the virus to others.

*When a pandemic begins, a virus-specific vaccine may not be available until 4-6 months after identification of a pandemic virus.*



The supply of antiviral drugs will likely be limited throughout the pandemic. Moreover, scientists cannot be certain that antiviral drugs will be effective against a pandemic virus. For these reasons, infection control and social distancing measures will be the keys to limiting transmission, delaying the spread of the virus, and protecting people. Social distancing is a measure to decrease the frequency of contact among people in order to diminish the risk of spread of communicable diseases.

# Measures to limit the spread of the flu:

## Severe Pandemic:

All of the seasonal and mild to moderate flu methods plus:

- Possible extended school closure, which could range from weeks to up to 3 months. Presently, the Department of Health and Human Services, the Centers for Disease Control and Prevention, the Department of Education, and other agencies are conducting a comprehensive review of school closure and its feasibility and effects in mitigating a severe pandemic. The results of this study will be shared in the coming months.
- Promote social distancing of children and teens outside the school setting by reducing their social circulation and contacts to the greatest extent possible. This could include canceling extracurricular activities.



School Closure



Social Distancing

## Mild to Moderate Pandemic:

All of the seasonal flu methods plus the following:

- Encourage the use of social distancing at the work place, at school and in the community.
- Possible school closure for a short amount of time (possibly days to a couple of weeks).
- Work with community flu-planning team to assess whether any additional measures should be taken.



Assess Measures

## Seasonal Flu:

- Promote hand washing and cough hygiene via school-wide campaigns and modeling by school staff.
- Encourage vaccination of staff and students for whom the flu vaccine is recommended.
- Persons developing symptoms at school should be sent home as soon as possible and instructed by appropriate officials not to return until they are well.



Promote hygiene



Encourage vaccination



Stay at home

## Infection control

The primary strategies for preventing spread of pandemic influenza:

Persons with flu symptoms should:

- Stay at home;
- Cover nose and mouth when coughing or sneezing;
- Wash hands with soap and water or use alcohol-based hand sanitizers frequently; and
- Try to maintain spatial separation of at least three feet from others if possible.

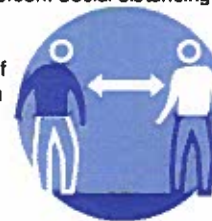
## Hand, Cough and Sneeze Hygiene

- When sneezing or coughing, cover the nose and mouth with a tissue or upper arm if a tissue is not available.
- Dispose of used tissues in a wastebasket and wash hands after coughing, sneezing, or blowing nose.
- Use warm water and soap or alcohol-based hand sanitizers to clean hands.
- Wash hands before eating or touching eyes, nose, or mouth.



## Social distancing

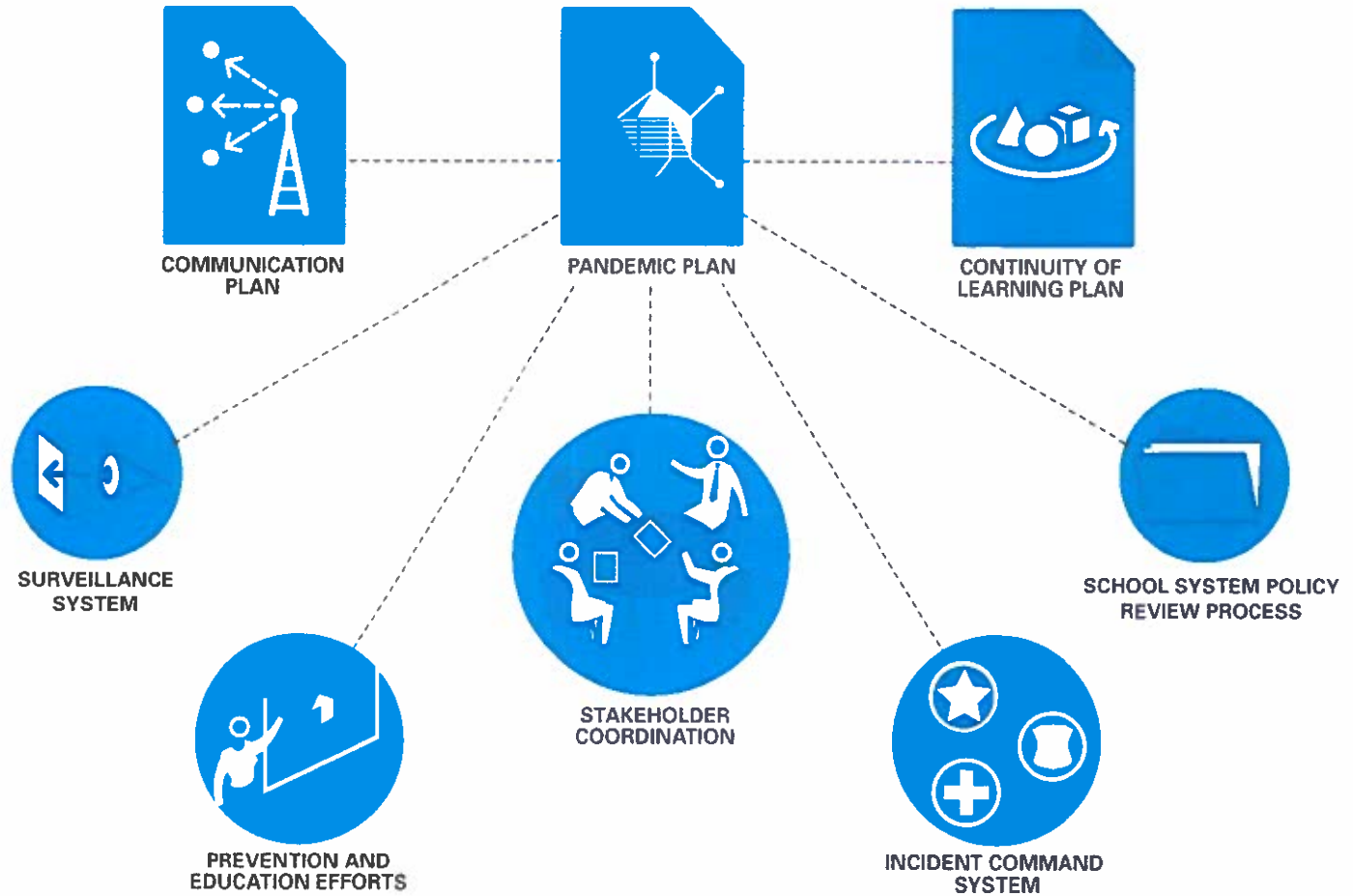
In a pandemic, the risk of getting the flu is greatest when one has close contact with an infected person. Social distancing measures such as school closure, telecommuting or staggered shifts for the workforce, and cancellation of public gatherings may be effective in reducing transmission risks.



# Basic Components of Pandemic Planning



- Every district should have an Emergency Management Plan.
- The Plan should be flexible to encompass all hazards.
- Every district should develop a Pandemic Flu Plan.
- Plans should address four phases of emergency management planning: Mitigation and Prevention, Preparedness, Response and Recovery. For more information: [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan).
- Plans should be practiced on a regular basis.
- Plans should be developed and communicated in an interactive manner with stakeholders, including parents, faculty, other community partners and first responders.
- Plans should be based on sound data and information; [www.pandemicflu.gov](http://www.pandemicflu.gov) should be the main resource for pandemic planning and information.
- Plans should be continually reviewed and updated as new information is available. The complete planning checklist can be viewed at [www.pandemicflu.gov](http://www.pandemicflu.gov).



Detailed information on each component along with sample plans can be viewed at [www.ed.gov](http://www.ed.gov)



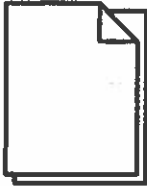
# Action Planning Template

For more information, go to [www.pandemicflu.gov](http://www.pandemicflu.gov)

Action	Action Owner	Date of Completion	Next Step

# Basic Components of Pandemic Planning

## Every district should have an Emergency Management Plan that:



- Addresses all four phases of emergency management planning (Mitigation and Prevention, Preparedness, Response and Recovery.)
- Is flexible enough to address multiple hazards (be "all-hazard plans.")
- Is practiced on a regular basis.
- Is developed in an interactive, cross-cutting manner, in collaboration with community partners and stakeholders.
- Is based upon sound data and information.
- Includes provisions for being continually reviewed and updated regularly.
- Is coordinated with community pandemic influenza planning efforts, as well as state policy and planning efforts.



### Pandemic Plan

This plan is built upon components in existing emergency management plans and would contain elements unique to an influenza pandemic.



### Communication Plan

- Identify audiences and key messages (students parents, staff, etc.)
- Focus on clear, accurate, consistent, and timely communications.
- Identify trusted spokesperson (also, identify who will be lead for health matters.)
- Identify trusted media partners.
- Establish redundant communications methods identified in advance (primary, secondary and tertiary methods identified and all parties are familiar with them.)



### Plan for continuity of learning or instruction

- Consider alternate learning strategies.
- Consider potential restructuring of school calendar.



**Identify stakeholders and partners**  
**Identify a contact within the local public health department** and collaborate with that entity to create complementary plans, coordinate with other partners, and communicate consistently with the public.

**Identify and coordinate with other key stakeholders**, such as law enforcement, school security personnel, local emergency management office, businesses, community and faith-based organizations.



**Review and refine policies and authorities**  
Review school district's or school's Continuity of Operations Plan (COOP) and Business Continuity Plans (BCP), which outline procedures for continued function during an extended emergency. Consider:

- Essential functions, goods, and services that must be maintained under a variety of conditions;
- Essential tasks that can be performed from other locations such as home, as well as technology support necessary to implement such measures;
- Essential people and material support;
- Delegations of authority and
- Personnel/Human Resources policies (leave, disability, payroll, potential high absenteeism).

**Identify legal authorities** for school closures, limitations on responsibilities and functions (such as school lunch provision), and school's potential responsibilities and liabilities.

**Review and refine supply policies and contracts** including potentially ordering and warehousing items such as tissues, soap, or hand sanitizer.



**Initiate or expand prevention and education efforts**

- Conduct preventive hand-washing and cough/sneezing etiquette campaigns.
- Encourage staff, faculty, and students to stay home when ill.
- Provide information to parents, staff and students about elements of pandemic plan.



**Create and implement a surveillance system** in partnership with state and/or local health departments to identify and track student absences due to illness, which would allow the rapid detection of unusual changes or trends in student health.



**Develop an Incident Command System (ICS)** specific to a pandemic, that identifies roles and responsibilities of educators, law enforcement, and health officials in advance of an incident.



**Consider and plan with community partners to address issues specific to your school environment**, such as:

- Students with special needs, including those who are in special education, receiving supplemental services at school, English Language Learners, or have special health care needs;
- Working with Child Nutrition Directors to help families identify sources for feeding programs for students who receive meals at school in the event of long-term school closures;
- Potential social services needed during and after pandemic has ended;
- Possible alternative uses of school buildings during a pandemic (such as for mass immunizations or hospitals);
- Potential uses of school buses during pandemic and if/how this affects contracts;
- Current alternative uses for schools and determine necessary policies/procedures under school closures;
- Capacity to address requirements for cleaning the building if it was used for community health needs or if there were sick students;
- Fiscal, academic, emotional and physical recovery issues, including:
  - Return to learning;
  - Ability of students, family, and staff to access available mental health supports, particularly during a crisis if schools are cancelled;
  - Bereavement needs; and
  - Availability of mental health service providers, including community and faith-based organizations.

# **Communication Plan**

## Coronavirus Update

Martha Ryan-Toye <ryan-toyem@district96.org>

Fri 2/28/2020 3:11 PM

To: Shaw, Pamela (DO) <shawp@district96.org>

Dear District 96 Parents and Guardians,

In response to the growing concern about the potential spread and impact of the COVID-19 (Coronavirus), I want to reassure you that the district is closely monitoring the news and updates from the Illinois Department of Health (IDPH) and the Center for Disease Control and Prevention (CDC).

The health and safety of our students and staff is our top priority. Please be assured we are following the recommended protocols recommended by the IDPH, which include routine cleaning and disinfecting all of our buildings. Our school nurses will remain vigilant in monitoring students, especially those who may exhibit symptoms associated with the virus.

There are no reported cases in our school district. The IDPH currently stated that the health risk to the general public from COVID-19 remains low in the U.S. and Illinois. We are focused on prevention, and District 96 is following the recommendations from the IDPH and CDC.

### The Illinois Department of Public Health Recommendations

The best way to control and prevent infection is to take precautions to avoid exposure to the virus, which are similar precautions you would take to avoid the flu. IDPH recommends taking the following everyday actions to help prevent the spread of viruses including:

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer
- Avoid touching your eyes, nose, and mouth with unwashed hands
- Avoid close contact with people who are sick
- Stay home when you are sick
- Cover your cough or sneeze with a tissue and immediately place it in the trash (if tissue is not available, cough or sneeze into your upper arm or elbow)
- Clean and disinfect frequently touched objects and surfaces

Colds and respiratory viruses are common this time of year. Please take a moment to remind your child to practice good hygiene, including handwashing and respiratory etiquette. To prevent the spread of illness, the Health Department recommends that your child stay home from school if experiencing flu-like symptoms such as fever, cough, and sore throat. If your child is running a fever of 100 degrees or higher, please keep your child home until they are fever-free for 24 hours without the use of fever-reducing medications. If your child is experiencing vomiting or diarrhea, please keep your child home until these concerns have been resolved for 24 hours, and your child is tolerating food without the use of medication to stop the symptoms.

For medical questions or concerns, contact your physician.

Additional resources are available online:

- [What you need to know about coronavirus disease 2019 \(COVID-19\)](#)
- [Information and Interim Guidance for K-12 Schools, Illinois](#)
- \*• <https://www.cdc.gov/coronavirus>
- \*• <http://www.dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus>
- \*• <https://www.cdc.gov/coronavirus/2019-ncov/about/index.html>
- <https://files.constantcontact.com/02c2f3ef001/5085ab84-330d-4b26-a6e2-49c2e7755f2e.pdf>
- <https://files.constantcontact.com/02c2f3ef001/b9045cda-78c1-480e-80a8-decae71e745a.pdf>

I hope you find this information helpful. We will remain vigilant in monitoring any changes to this ongoing situation. Please contact me should you have additional questions.

Sincerely,

Estimados padres y tutores del Distrito 96:

En respuesta a la creciente preocupación sobre la posible propagación e impacto del COVID-19 (Coronavirus), quiero asegurarle que el distrito está monitoreando de cerca las noticias y actualizaciones del Departamento de Salud de Illinois (IDPH) y el Centro de Enfermedades Control y Prevención (CDC).

La salud y seguridad de nuestros estudiantes y personal es nuestra principal prioridad. Tenga la seguridad de que seguimos los protocolos recomendados por el IDPH, que incluyen la limpieza de rutina y la desinfección de todos nuestros edificios. Las enfermeras de nuestra escuela permanecerán vigilantes al monitorear a los estudiantes, especialmente a aquellos que puedan presentar síntomas asociados con el virus.

No hay casos reportados en nuestro distrito escolar. El IDPH actualmente declaró que el riesgo para la salud del público en general de COVID-19 sigue siendo bajo en los EE. UU. E Illinois. Estamos enfocados en la prevención y el Distrito 96 está siguiendo las recomendaciones del IDPH y los CDC.

### **Recomendaciones del Departamento de Salud Pública de Illinois**

La mejor manera de controlar y prevenir la infección es tomar precauciones para evitar la exposición al virus, que son precauciones similares que tomaría para evitar la gripe. IDPH recomienda tomar las siguientes acciones diarias para ayudar a prevenir la propagación de virus, que incluyen:

- Lávese las manos con frecuencia con agua y jabón durante al menos 20 segundos. Si no hay agua y jabón disponibles, use un desinfectante para manos a base de alcohol
- Evite tocarse los ojos, la nariz y la boca con las manos sin lavar
- Evitar el contacto cercano con personas que están enfermas
- Quédese en casa cuando esté enfermo
- Cubra su tos o estornude con un pañuelo desechable e inmediatamente colóquelo en la basura (si no tiene pañuelos desechables, tosa o estornude en la parte superior del brazo o el codo)
- Limpiar y desinfectar objetos y superficies que se tocan con frecuencia.

Los resfriados y los virus respiratorios son comunes en esta época del año. Tómese un momento para recordarle a su hijo que practique una buena higiene, incluido el lavado de manos y la etiqueta respiratoria. Para evitar la propagación de la enfermedad, el Departamento de Salud recomienda que su hijo se quede en casa fuera de la escuela si experimenta síntomas similares a los de la gripe, como fiebre, tos y dolor de garganta. Si su hijo tiene fiebre de 100 grados o más, manténgalo en casa hasta que no tenga fiebre durante 24 horas, sin el uso de medicamentos para reducir la fiebre. Si su hijo está experimentando vómitos o diarrea, manténgalo en casa hasta que estas inquietudes se hayan resuelto durante 24 horas y su hijo tolere los alimentos sin el uso de medicamentos para detener los síntomas.

Para preguntas o inquietudes médicas, comuníquese con su médico.

Recursos adicionales están disponibles en línea:

- [What you need to know about coronavirus disease 2019 \(COVID-19\)](#)
- [Information and Interim Guidance for K-12 Schools, Illinois](#)
- <https://www.cdc.gov/coronavirus>
- <http://www.dph.illinois.gov/topics-services/diseases-and-conditions/diseases-a-z-list/coronavirus>
- <https://www.cdc.gov/coronavirus/2019-ncov/about/index.html>
- <https://files.constantcontact.com/02c2f3ef001/5085ab84-330d-4b26-a6e2-49c2e7755f2e.pdf>
- <https://files.constantcontact.com/02c2f3ef001/b9045cda-78c1-480e-80a8-decae71e745a.pdf>

Espero que esta información te sea útil. Seguiremos vigilantes para monitorear cualquier cambio en esta situación en curso. Por favor contácteme si tiene preguntas adicionales.

Sinceramente,

## What is coronavirus disease 2019 (COVID-19)?

Coronavirus disease 2019 (COVID-19) is a respiratory illness that can spread from person to person. The virus that causes COVID-19 is a novel coronavirus that was first identified during an investigation into an outbreak in Wuhan, China.

## Can people in the U.S. get COVID-19?

COVID-19 is spreading from person to person in China, and limited spread among close contacts has been detected in some countries outside China, including the United States. At this time, however, this virus is NOT currently spreading in communities in the United States. Right now, the greatest risk of infection is for people in China or people who have traveled to China. Risk of infection is dependent on exposure. Close contacts of people who are infected are at greater risk of exposure, for example health care workers and close contacts of people who are infected with the virus that causes COVID-19. CDC continues to closely monitor the situation.

## Have there been cases of COVID-19 in the U.S.?

Yes. The first case of COVID-19 in the United States was reported on January 21, 2020. The current count of cases of COVID-19 in the United States is available on CDC's webpage at <https://www.cdc.gov/coronavirus/2019-ncov/cases-in-us.html>.

## How does COVID-19 spread?

The virus that causes COVID-19 probably emerged from an animal source, but now it seems to be spreading from person to person. It's important to note that person-to-person spread can happen on a continuum. Some diseases are highly contagious (like measles), while other diseases are less so. At this time, it's unclear how easily or sustainably the virus that causes COVID-19 is spreading between people. Learn what is known about the spread of newly emerged coronaviruses at <https://www.cdc.gov/coronavirus/2019-ncov/about/transmission.html>.

## What are the symptoms of COVID-19?

Patients with COVID-19 have had mild to severe respiratory illness with symptoms of

- fever
- cough
- shortness of breath

## What are severe complications from this virus?

Many patients have pneumonia in both lungs.

## How can I help protect myself?

The best way to prevent infection is to avoid being exposed to the virus that causes COVID-19.

## There are simple everyday preventive actions to help prevent the spread of respiratory viruses.

### These include

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Wash your hands often with soap and water for at least 20 seconds. Use an alcohol-based hand sanitizer that contains at least 60% alcohol if soap and water are not available.

## If you are sick, to keep from spreading respiratory illness to others, you should

- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces.

## What should I do if I recently traveled to China and got sick?

If you were in China within the past 14 days and feel sick with fever, cough, or difficulty breathing, you should seek medical care. Call the office of your health care provider before you go, and tell them about your travel and your symptoms. They will give you instructions on how to get care without exposing other people to your illness. While sick, avoid contact with people, don't go out and delay any travel to reduce the possibility of spreading illness to others.

## Is there a vaccine?

There is currently no vaccine to protect against COVID-19. The best way to prevent infection is to avoid being exposed to the virus that causes COVID-19.

## Is there a treatment?

There is no specific antiviral treatment for COVID-19. People with COVID-19 can seek medical care to help relieve symptoms.





## **Information and Interim Guidance for K-12 Schools, Illinois** **January 28, 2020**

### **Background**

There is an ongoing outbreak of a new virus, called 2019 novel coronavirus (2019-nCoV), primarily involving people living in Wuhan City, China. This virus causes a respiratory illness which includes fever, cough, and shortness of breath. Illness can begin 2 to 14 days after an exposure.

### **Public health actions**

On arrival to the United States, travelers from China may be asked questions to determine if they need to undergo health screening. During the health screening, authorities check temperatures, symptoms, and ask about specific exposures in China. If travelers have concerning symptoms, they will be sent for medical evaluation. CDC staff will provide health information cards to travelers who do not have symptoms. The cards tell travelers what symptoms to look out for, and what to do if they develop symptoms within 14 days after leaving China.

### **Guidance for schools**

K-12 schools may have exchange students or other students who attend their school and have traveled to various areas in Asia, including China. A student who has traveled overseas to Asia or specifically to Wuhan City, China and is well, is not restricted from school or any public activities.

If a student who has traveled in the last 14 days to Wuhan City, China develops fever and respiratory symptoms (including cough or difficulty breathing), call your local health department and they can assist with determining what additional evaluation is needed and where it should take place. At this time of the year, there are many possible causes for respiratory illness, and it is likely a medical visit for further evaluation (including laboratory testing) will be necessary.

General infection control guidance for schools is available on the Association for Professionals in Infection Control and Epidemiology [website](#).

See frequently asked questions and answers about 2019-nCoV below.

If your school has additional questions or concerns about 2019-nCoV or any concerns about student travelers, please contact the [local health department](#)



## **FAQs: Schools**

### **What are the symptoms that 2019 novel coronavirus (2019-nCoV), can cause?**

Patients with 2019-nCoV have included mild to severe respiratory illness with fever, cough, and difficulty breathing. The 2019 novel coronavirus is concerning because it can cause lung infection (pneumonia).

### **How does the virus spread?**

It's too soon to know where exactly 2019-nCoV came from or how easily it spreads. Some viruses are highly contagious (like measles), while other viruses are less so.

### **What if a student is sick with fever and respiratory symptoms?**

At this time, residents of Illinois are at low risk of becoming infected with 2019-nCoV, unless they have recently traveled to Wuhan or have come in close contact with someone who was ill who recently traveled in that area. Even if an ill student has traveled to Wuhan, or has had contact with an ill person who has traveled there, respiratory illness may be due to a variety of other more common causes, including influenza and other common viruses.

### **One of our students is an exchange student from China. Can they return home?**

CDC recommends that travelers avoid non-essential travel to China. The [CDC's Travelers' Health webpage](#) should be consulted for current information.

### **What if we think a student may be infected with 2019-nCoV?**

If a student has recently traveled or been exposed to someone who traveled to or from Wuhan, China and is experiencing fever, cough or difficulty breathing, contact your local health department. Call ahead before taking the child to a doctor's office or emergency department to prevent any potential spread.

### **If we have a student who has been ill at school and is now a person under investigation (PUI), what do we tell parents?**

In general, continue to follow your usual procedures for notification of parents/guardians whose children are ill at school. The local health department will follow up with schools who need more specific guidance.

### **Should we be concerned about classroom pets or other animals and 2019-nCoV?**

CDC recommends that people traveling to China avoid animals both live and dead, but there is no reason to think that any animals or pets in the United States might be a source of infection with this new coronavirus.

### **How can our school prevent infections with 2019-nCoV and other respiratory diseases?**

There is currently no vaccine to prevent 2019-nCoV infection. However, there are vaccines to prevent other common respiratory viruses such as seasonal influenza. Additional information on vaccines can be found at <https://www.cdc.gov/vaccines/index.html>.





The best way to prevent infection is to take precautions to avoid exposure to the virus, which are similar to the precautions you would take to avoid the flu. IDPH always recommends everyday actions to help prevent the spread of respiratory viruses, including:

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer
- Avoid touching your eyes, nose, and mouth with unwashed hands
- Avoid close contact with people who are sick
- Stay home when you are sick
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash
- Clean and disinfect frequently touched objects and surfaces

**Additional information on 2019-nCoV outbreak is frequently updated on the [CDC website](#).**



## Information for Illinois K-12 Schools Regarding 2019 Novel Coronavirus

### What is 2019 Novel Coronavirus (COVID-19)?

2019 Novel Coronavirus, or COVID-19, is a new respiratory virus identified in December 2019 as the cause of an outbreak in Wuhan, Hubei Province, China. People who get sick with COVID-19 develop mild to severe respiratory illness with symptoms including fever, cough, and difficulty breathing. Illness can begin 2 to 14 days after an exposure. Although this virus likely emerged from an animal source, it can also spread from person-to-person. Spread from one person to another is thought to occur mainly via respiratory droplets produced when an infected person coughs or sneezes. Typically, with most respiratory viruses, people are thought to be most contagious when they are most symptomatic.

The latest national situation summary updates, including the number of cases identified in the United States, are available on CDC's web page [Coronavirus Disease 2019 \(COVID-19\)](#). State situation updates can be found at [DPH.ILLINOIS.GOV](http://DPH.ILLINOIS.GOV).

### What is the health risk from COVID-19 in Illinois?

Currently, the health risk to the general public from COVID-19 remains low, both in the U.S. and in Illinois. The goal of the ongoing U.S. public health response is to detect new cases quickly and prevent community spread of COVID-19. The coming days and weeks are likely to bring more confirmed cases of COVID-19 in the U.S. and globally, but strong public health measures now may blunt the impact of the virus.

### What special precautions do schools in Illinois need to take?

Due to recent acceleration of COVID-19 transmission across China and in accordance with current federal guidance, the Illinois Department of Public Health (IDPH) recommends the following:

- **Any student returning from mainland China should not attend school for 14 days after the return date.**
- Absences for this purpose should be excused.
- Family members of these students should not attend work if they also traveled to mainland China.

If a student who returned from mainland China within the past 14 days develops respiratory symptoms including fever, cough, and difficulty breathing, report immediately to your Local Health Department. **Please keep in mind there are other respiratory viruses like influenza currently circulating in Illinois.** Call ahead before taking the student to a doctor's office or emergency department to prevent any potential spread.

The situation is rapidly changing, and we are monitoring it closely. Guidance will be updated as needed.

*This has been adapted from the Chicago Department of Public Health.  
Updated 2/19/20.*



### **What are the latest public health measures?**

As airport screening procedures have changed, starting February 3, 2020, IDPH began receiving information on incoming travelers from all of China who may be at risk, and when appropriate instructing them to stay home from school and work, and monitoring them remotely. IDPH will be in communication with school administration about individual situations as needed.

**If we have a student who has been ill at school and is now a person under investigation (PUI), what do we tell parents?**

In general, continue to follow your usual procedures for notification of parents/guardians whose students are ill at school. IDPH will follow up with schools who need more specific guidance.

**Should we be concerned about classroom pets or other animals and COVID-19?**

CDC recommends that people traveling to China avoid animals both live and dead, but there is no reason to think that any animals or pets in the United States might be a source of infection with this new coronavirus.

**One of our students is an exchange student from China. Can they return home?**

IDPH recommends students avoid travel to China. The latest travel updates are available on CDC's web page [Traveler's Health](#).

**How can schools prevent infections with COVID-19 and other respiratory diseases?**

There is currently no vaccine to prevent COVID-19 infection. As with any respiratory virus, students and school personnel can protect themselves and others by taking every day common sense actions:

- Wash your hands often with soap and water for at least 20 seconds. If soap and water are not available, use an alcohol-based hand sanitizer with at least 60% alcohol.
- Avoid touching your eyes, nose, and mouth with unwashed hands.
- Avoid close contact with people who are sick.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces.

IDPH does NOT recommend:

- the use of masks or gloves
- cancelling mass gatherings
- cancelling classes

**Are any special cleaning procedures needed?**

*This has been adapted from the Chicago Department of Public Health.  
Updated 2/19/20.*



At this time, no special sanitizing processes beyond routine cleaning are necessary or recommended to slow the spread of respiratory illness. Schools should follow standard processes for routine cleaning and disinfecting with an EPA-registered product. General infection control guidance is available at [www.cdc.gov/infectioncontrol](http://www.cdc.gov/infectioncontrol).

**What should school-based health centers do to prevent the spread of COVID-19?**

If a student calls ahead with travel to China within the last 14 days and concerning symptoms, collect detailed history over the phone prior to deciding the location for triage. School-based health centers (SBHCs) should contact their Local Health Department immediately.

For more information, please visit [DPH.ILLINOIS.GOV](http://DPH.ILLINOIS.GOV) or [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus).



## **Guidance for Illinois Students Regarding 2019 Novel Coronavirus (COVID-19)**

2019 Novel Coronavirus, or COVID-19, is a new respiratory virus identified in December 2019 as the cause of an outbreak in Wuhan, Hubei Province, China. COVID-19 has resulted in thousands of confirmed cases, including cases outside China. The latest situation summary updates, including the number of cases identified in the U.S., are available on CDC's web page [Coronavirus Disease 2019 \(COVID-19\)](#).

While the immediate health risk of COVID-19 to the general public, both in the United States and in Illinois, remains low, everyone can do their part to help us respond to this emerging public health threat. The goal of the ongoing U.S. public health response is to detect new cases quickly and prevent community spread of COVID-19. The coming days and weeks are likely to bring more confirmed cases of COVID-19 in the U.S. and globally, but strong public health measures now may blunt the impact of the virus.

**Due to recent acceleration of COVID-19 transmission across China and in accordance with current federal guidance, the Illinois Department of Public Health (IDPH) recommends the following:**

- Any student returning from mainland China should not attend school for 14 days after the return date.
- Absences for this purpose should be excused.
- Family members of these students should not attend work if they also traveled to mainland China.

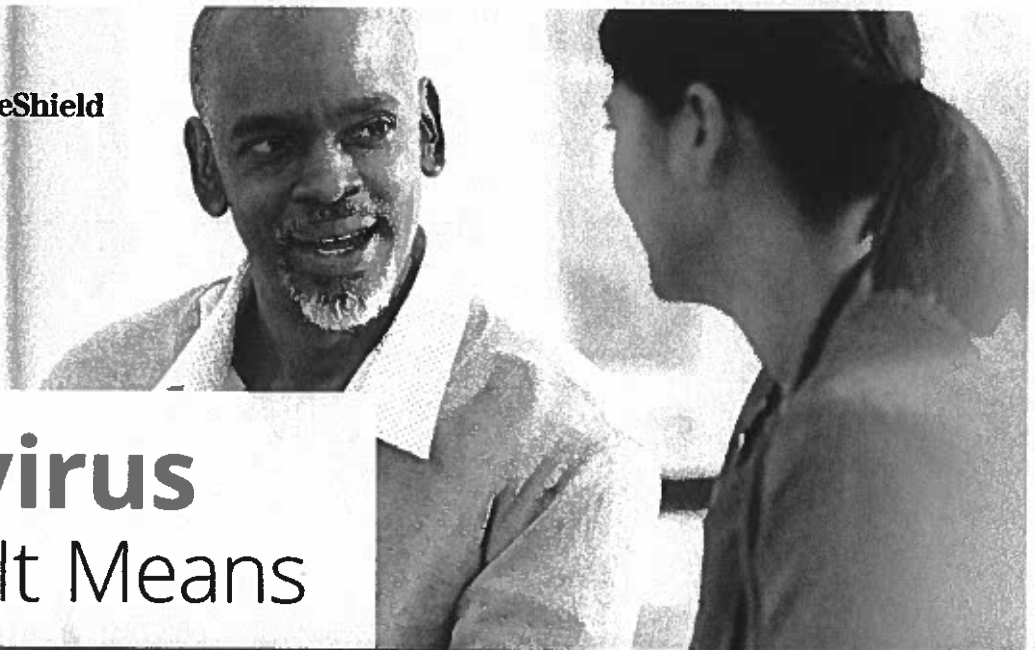
If you have returned from mainland China in the previous 14 days and develop respiratory symptoms including fever, cough, and difficulty breathing, seek medical care right away. **Please call your medical provider in advance**, so they are prepared to see you.

**IDPH recommends avoiding travel to China.** The latest travel updates are available on CDC's web page [Traveler's Health](#).

For more information, please visit [DPH.ILLINOIS.GOV](http://DPH.ILLINOIS.GOV) or [www.cdc.gov/coronavirus](http://www.cdc.gov/coronavirus).



BlueCross BlueShield  
of Illinois



# Coronavirus and What It Means

## What is a coronavirus?

Coronaviruses have been around for decades and are perhaps best known for causing illnesses like the common cold, with symptoms like coughing, sneezing and other upper respiratory issues. In late 2019, a new coronavirus was discovered.

## What can you do to keep yourself and others healthy?

According to the Centers for Disease Control (CDC):

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). The best way to prevent illness is to avoid being exposed to this virus. However, as a reminder, CDC always recommends everyday preventive actions to help prevent the spread of respiratory diseases, including:

- Avoid close contact with people who are sick.
- Avoid touching your eyes, nose, and mouth.
- Stay home when you are sick.
- Cover your cough or sneeze with a tissue, then throw the tissue in the trash.
- Clean and disinfect frequently touched objects and surfaces using a regular household cleaning spray or wipe.
- Follow CDC's recommendations for using a facemask.
  - CDC does not recommend that people who are well wear a facemask to protect themselves from respiratory diseases, including COVID-19.
  - Facemasks should be used by people who show symptoms of COVID-19 to help prevent the spread of the disease to others.
  - The use of facemasks is also crucial for health workers and people who are taking care of someone in close settings (at home or in a health care facility).

- Wash your hands often with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing.
- If soap and water are not readily available, use an alcohol-based hand sanitizer with at least 60% alcohol. Always wash hands with soap and water if hands are visibly dirty.

## What are the symptoms of the coronavirus?

- Fever
- Cough
- Shortness of breath

## What should I do if I think I have COVID-19?

- Seek medical advice if you have recently traveled to a level 3 country as identified by the CDC and feel sick. Please visit <https://wwwnc.cdc.gov/travel/notices>.
- Call ahead before you go to a doctor's office or emergency room. Tell them about your recent travel and your symptoms.

## Do I need to go to the emergency room (ER)?

Not usually. If you are not sure if you need to go to the ER, call your health care provider.

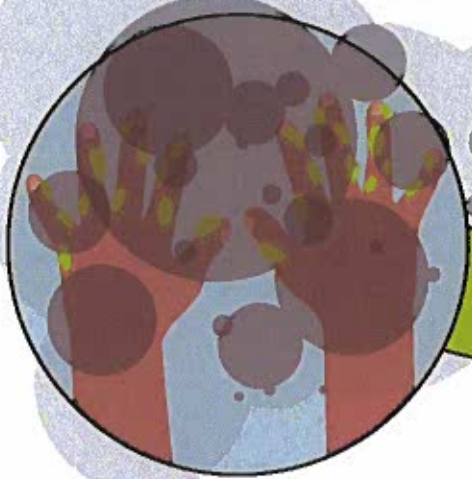
## For more information

The CDC is a great resource for up-to-date information about COVID-19. Please visit <https://www.cdc.gov/coronavirus/2019-ncov/index.html>.

\* Centers for Disease Control and Prevention: Coronavirus Disease 2019 (COVID-19) <https://www.cdc.gov/coronavirus/2019-ncov/index.html>

# **Prevention & Education Efforts**

# Wash Your Hands!



Dirty!



Wet



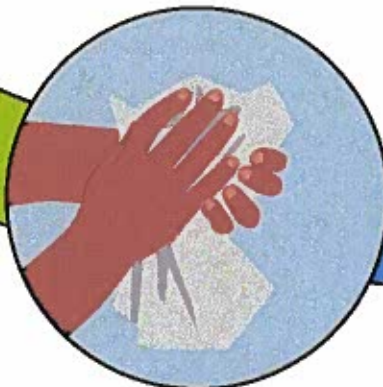
Get Soap



Scrub



Rinse



Dry



Clean!



Centers for Disease  
Control and Prevention  
National Center for Emerging  
and Zoonotic Infectious Diseases

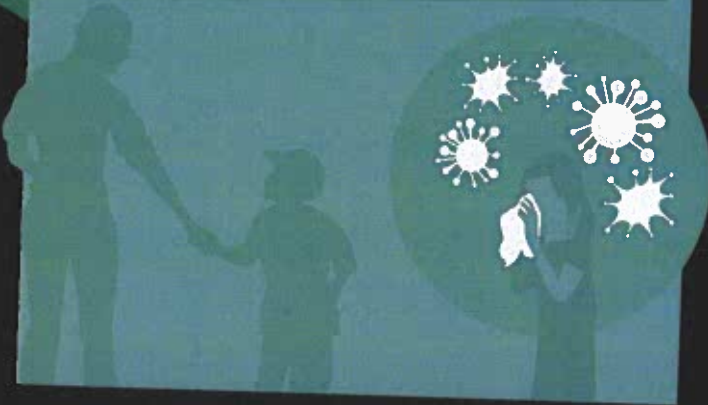
[www.cdc.gov/handwashing](http://www.cdc.gov/handwashing)



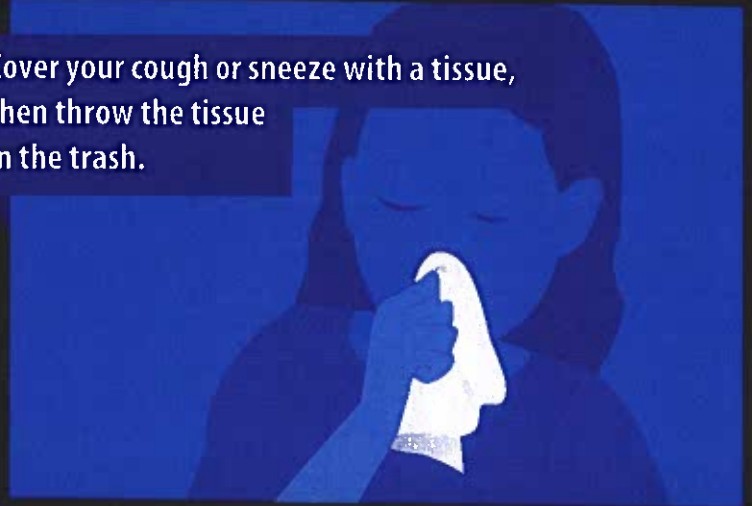
# STOP THE SPREAD OF GERMS

Help prevent the spread of respiratory diseases like COVID-19.

Avoid close contact with people who are sick.



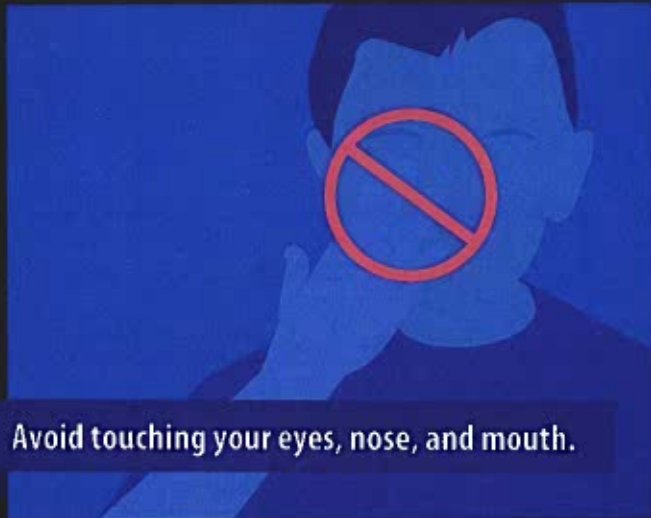
Cover your cough or sneeze with a tissue, then throw the tissue in the trash.



Clean and disinfect frequently touched objects and surfaces.



Avoid touching your eyes, nose, and mouth.



Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.



# **Surveillance Systems**

## Operational Services

### Administrative Procedure - Pandemic Influenza Surveillance and Reporting

During all levels of a pandemic flu outbreak, monitoring and documenting the number of students and faculty who are absent and report having influenza is critical. Keeping track of these numbers helps health officials determine whether: (1) the outbreak is increasing in scope, (2) to declare an epidemic and (3) to close schools. Consult the local public health department for an illness' *expected range*.

The following information assists officials with monitoring illness rates and the potential for an epidemic:

- Basic surveillance level definitions and response actions with instructions as outlined below.
- Website links to reporting form(s) to submit to the local public health department.
- Sample attendance log to document flu-related absences.

Surveillance Levels	Response Actions
<b>Standard Surveillance</b> - Reported illnesses are within expected range.	Monitor attendance for increased reports of absence due to flu-like illness.  Do not report absences to the local health department.
<b>Heightened Surveillance</b> - Reported illnesses exceed expected range.	Monitor weekly attendance for flu-like illness/absences on <b>Weekly Influenza Census</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_weekly_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_weekly_census.pdf</a> .  Begin morning <i>flu check</i> first hour of school; screen those who report positive for symptoms.  Log absences due to flu-like illness on <b>Daily Pandemic Influenza Census Log</b> , a sample is available at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf</a> .  Send weekly absence report to local health department upon request.
<b>Intensive Surveillance</b> - Reported illnesses significantly exceed expected range.	Monitor daily attendance and log absences on <b>Daily Influenza Census or Daily Pandemic Influenza Log</b> at: <a href="http://www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf">www.idph.state.il.us/pandemic_flu/school_guide/sppg_daily_census.pdf</a> .  Continue morning <i>flu check</i> .  Send daily absence report to local health department upon request.  Begin preparation for potential school closure.

#### Important Resources

**School Guidance During an Influenza Pandemic, Section III. Surveillance** at:  
[www.idph.state.il.us/pandemic\\_flu/schoolguide.htm](http://www.idph.state.il.us/pandemic_flu/schoolguide.htm).

DATED: August 23, 2018

School \_\_\_\_\_

### Illness Tracker

Date \_\_\_\_\_

*Mark an "X" in the box for symptoms noted in phone message or write in other symptoms. Leave blank if parent did not note. Form is given to the building nurse daily.*

Student Name	Gr/Teacher	Fever	Cough	Vomiting	Diarrhea	Rash	Other Symptoms

**COMMUNICABLE SYMPTOMS RECORDING/REPORTING SHEET**

Maintain consistent data reporting. When students display GI and Respiratory symptoms check both boxes.

School \_\_\_\_\_

enrollment \_\_\_\_\_

reported to \_\_\_\_\_

week ending \_\_\_\_\_

reported by \_\_\_\_\_

	Number of symptomatic Students					notes
	Monday	Tuesday	Wednesday	Thursday	Friday	
<b>GASTROINTESTINAL ILLNESS</b>						
one ore more of the following symptoms: NAUSEA, VOMITING, DIARRHEA						
<b>RESPIRATORY FLU-LIKE ILLNESS</b>						
one or more of the following symptoms: CHEST CONGESTION, COUGH, SORE THROAT, CHILLS , FEVER, HEADACHE						
<b># students sent home</b>						
<b># students absent WITH symptoms</b>						
<b># students absent WITHOUT symptoms</b>						
<b>combined # students absent</b>						
<b># staff absent with symptoms</b>						

When school nurse notices and unusual increase in the number of students displaying specific symptom or illness, notify District's lead nurse and principal immediately.

Lead Nurse is to contact all district school nurses, CCDPH, Director of Special Education and the Superintendent.

**Cook County Department of Public Health (CCDPH) Communicable Disease Department 708-836-8699**

School \_\_\_\_\_

**Illness Tracker**

Date \_\_\_\_\_

*Mark an "X" in the box for symptoms noted in phone message or write in other symptoms. Leave blank if parent did not note. Form is given to the building nurse daily.*

Student Name	Gr/Teacher	Fever	Cough	Vomiting	Diarrhea	Rash	Other Symptoms

### Attendance Line Message

Hello, you have reached the *School Name*, attendance line. Please leave the following information regarding your child's absence:

- date
- student's name, (spelling the last name)
- student's grade
- reason for absence

In our ongoing efforts to ensure the health of all our students, if your child is absent due to illness, please indicate if your child is absent due to influenza type symptoms, such as fever 100 degrees or greater, sore throat, cough, or other symptoms. Thank you.

1/2018

# **Continuity of Learning**



**Riverside School District 96**  
**E-Learning Day FAQ**

**When will District 96 use an E-Learning day?**

- The district will use an E-Learning day when an emergency closing is deemed necessary.

**How will students and parents be notified if an E-Learning day will be used?**

- The district will communicate an E-Learning day through our website and through an email. A message will be sent to notify families that school has been canceled. This message will include a link to students' E-Learning modules.

**What will it look like for students?**

- Each student is assigned eLearning Modules (lessons) that will be available at 8:30 am on an emergency day.
- Students are required to complete the assigned E-Learning Modules to count for a participation grade and to be marked present for the day's attendance.

**What subject areas will be addressed during an eLearning Day?**

- Elementary Students will complete lessons on all subjects covered on an instructional day. Students will complete their Encore class (PE, Art or Music) if they were scheduled to participate in the class on that day.
- Middle School Students will complete lessons from all of their subjects covered on an instructional day.

**When will my student's work be due?**

- Student work will be due upon their return to school following the E-Learning day.

**How will attendance be taken?**

- Attendance will be taken based upon the completion of the assigned work. If a student completes the assigned work, he or she will be marked present for the day.

**What happens if my child needs assistance?**

- Teachers are available from 8:30 AM - 1:30 PM via email, Google Classroom, or Seesaw. Teachers will electronically answer questions students may have on any required work.
- If a student needs technical assistance, he or she can email District 96 Tech Support at [techsupport@district96.org](mailto:techsupport@district96.org).

**What do I do if I have technology-related questions during an E-Learning day?**

- Students or parents/guardians can contact Tech Support at [techsupport@district96.org](mailto:techsupport@district96.org) with any technology-related questions.

**How will the E-Learning day impact after-school activities?**

- After-school activities will be treated the same as if the school was closed. All elementary and Jr. High activities will be canceled.

**Will grades on E-Learning assignments be marked as for completion only or will assignment checked for accuracy and graded?**

- Assignments will be evaluated for completion and attendance.

**If students have special needs or modified curriculum, how can E-Learning address that? What about children who meet with a Speech & Language Pathologist, Occupational Therapist, etc?**

- The Special Education Teacher/Case Manager will be available to families of students on their and will contact the family and students regarding assignments to complete.
- Related service/therapy minutes will be made up when students return to school.

**Do E-Learning days have to be made up at the end of the school year?**

- The state has determined that E-Learning days do not extend the school year, so no emergency days will be used at the end of the year due to E-Learning days.

**What if we don't have Internet access at our home?**

-

# **CDC Checklist**

# Pandemic Flu Checklist: K-12 School Administrators

As administrators, you can plan and make decisions now that will protect the health of students in your care and your community during a flu pandemic. Because students are in close contact with each other in the school setting, schools are places where flu can quickly spread. You may be faced with making decisions about school dismissals and closures. Use this checklist to help you take steps to plan and protect the health of students in your care and your community.



## Before a pandemic: PLAN

- Connect with your local board of education and health department to review or develop a pandemic flu plan for your community.
- Create an emergency communication plan for your school.
- Share plans with staff, parents, and students.
- Support flexible attendance and sick leave policies for students and staff.
- Develop a monitoring system to alert the local health department about large increases in absenteeism.
- Identify strategies to continue educating students if schools close (for example, web-based instruction and e-mail).
- Plan ways to continue student services (such as, meal and social services) if schools close.
- \_\_\_\_\_
- \_\_\_\_\_

## During a pandemic: TAKE ACTION

- Put your plans into action, as needed.
- Track student absenteeism due to flu-like symptoms.
- Encourage students and staff to practice healthy behaviors (for example, staying home when they're sick, covering their coughs and sneezes, and washing their hands often).
- Provide supplies (such as tissues and soap).
- Clean frequently touched surfaces and objects (such as computers and door knobs).
- Designate a room and transportation for sick students and staff.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## After a pandemic: FOLLOW UP

- Discuss and note lessons learned.
- Improve your plans accordingly.
- Maintain community partnerships.
- Test and update your plans regularly.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

[www.cdc.gov/npi](http://www.cdc.gov/npi)

1-800-CDC-INFO (232-4636)

[www.cdc.gov/info](http://www.cdc.gov/info)

TTY: 888-232-6348

National Center for Emerging and Zoonotic Infectious Diseases  
Division of Global Migration and Quarantine

