Premier Academy – 2020 Return to Learn Plan
Promoting Engagement, Feedback, and Communication

Overarching Goal of this Document

Our goal is to prepare educators for an uncertain fall by providing recommendations and guidelines for planning purposes. Looking at the themes of digital engagement, feedback, and communication we will begin to collect ideas, resources, and examples for each of the subgroups we see in our schools. For each prompt, we will consider what these themes will look like in both a fully remote learning situation and as a hybrid model.

Definitions

The following terms are ones you will see described in our document:

App: Short for "application." A program that can run while downloaded to a mobile device separately from a website. Many websites have apps, but not all apps have websites.

Asynchronous Learning: teachers prepare lessons and activities for students to complete on their own time, at their own pace.

Communication: ways to get messages to parents and students.

Digital Engagement: strategies to keep students engaged in learning while they are online or in a remote location.

Feedback: ways to provide comments to students to help them achieve learning goals.

Freemium: An app or website that has some free features, and paid features. There is a premium in order to access all content. Please note if an app is not listed as Freemium, that means it is entirely free or entirely paid.

Hybrid Learning: teachers and students may be face-to-face in a school setting for a set amount of time but then transition to remote learning for the remainder of the time.

Learning Management System: referred to as an LMS, this is an interface where teachers post messages, distribute lessons and documents, and take attendance. Common examples include Google Classroom, Canvas, and Schoology.

Remote Learning: teachers and students are in two different locations at all times. Teachers prepare lessons and activities for students to complete either independently or via a video conferencing service. School is not open for students (and/or teachers) to return to.

Synchronous Learning: teachers and students are in a classroom setting or in a video conferencing environment together, at a specific time, learning the same content.

Video Conferencing Service: an online platform that allows students to meet with classmates and teachers from a remote location at the same time. Common platforms include Zoom and Google Meet.

During a pandemic, Premier Academy will offer two types of learning. They include:

This plan includes two possibilities based upon the guidance from the Illinois Department of Public Health (IDPH)
- Option 1-Hybrid Plan:
    - Students attend school in-person twice a week (either Monday/Tuesday OR Thursday/Friday) from 8:30am – 1:30pm and are at home for remote learning for the remaining days of the week.
    - In-person class sizes will be limited to half of a class of students to encourage social distancing between students
    - Students and staff will be required to wear masks
    - Daily, parents/guardians will complete online form to certify the health of each student BEFORE getting on the bus or in the car to go to school.
        - Return to school will correspond to ISBE/IDPH guidelines.
- Option 2-Fully Remote Plan:
    - Students are at home for remote learning.
    - Students will be required to attend virtual classes/meet remote learning expectations daily based on Premier Academy Remote Learning Guidelines

Expectations

Remote Learning
What is it? What does it look like?

Student Expectations	Parent/Guardian Expectations	Staff Expectations
• Students will work online in assigned platforms (Edgenuity, Apex) • Students will log into coursework at 8:30am and achieve one of the following: **1.** 5 hours of online work **2.** Complete 5 quizzes (at 70% or higher – pre-quizzes at 80% or higher) **3.** Meet coursework goal • Students not logged in by 8:30am will be considered tardy • Students not logged in by 10:30am will be considered absent and will have their password reset • Students not meeting coursework goals will be unable to work outside of school hours – 8:30am – 1:30pm	• Parent/Guardian will ensure the Remote Learning Student has access to technology to complete coursework – please reach out to administration if you need assistance • Parent/Guardian will ensure the Remote Learning student has access to a fairly fast, reliable internet connection such as DSL or cable • Parent/Guardian will ensure Remote Learning student has access to perform school work in a safe and appropriate place • Parent Guardian will ensure the Remote Learning student has sufficient time management skills to schedule and spend the necessary time to complete coursework each day. • Parent/Guardian will be encouraged to check their Edgenuity & Teacherease family portals on a regular basis • Parent/Guardian will encourage the student to seek help from his or her teacher when stuck or frustrated and never be afraid to ask the student to show his/her coursework and progress • Parent/Guardian will communicate any student academic concerns with student's teacher(s).	• Communication of coursework goals to students and parent/guardian. • Daily tracking of student coursework goals in Google Sheets • Teachers and students use school products to communicate regularly (phone (Nimbus app), email, Teacherease, announcements, etc.) • Teachers will issue any new passwords by 8:30am the following school day • Teachers will utilize educational resources such as: Edgenuity's Collaboration Corner

Remote Learning Best Practices		
Digital Engagement & Feedback	**Communication**	**Communication (Cont.)**
- Zoom - Edgenuity Email - Digital File Organizing - Google's Applied Digital Skills - File Organization for Teachers - Organizing Google Drive presentation - Organizing Google Classroom tutorial - Maintaining Student connections in a variety of ways. - Design lessons for engagement (from *Engagement by Design* by Fisher, et. al) - Tell students why lessons matter - research shows that students do not apply what they know to new situations unless they are prompted to do so. Also see here about the importance of setting purpose. - Finding an authentic audience for student work - Think about accessibility - Brain Breaks - Start with familiar tech tools - Allow time to explore - Beginning of the year expectations for what feedback will look like. - Provide frequent, timely and relevant feedback - Looking at data to help with what feedback you need to give.	- Using email - Using phone calls to check in (Nimbus app if off site). – can contact student directly - Use of cross-platform communication tools. - What does effective communication with parents look like? - Check-in with colleagues regarding their contact with parents - Quality vs Quantity - make it as meaningful as possible. Short and direct. Err on the side of sugary sweet when communicating. - Timely - Record any contact (or attempt) in Teacherease Behavior Logs - Ensuring students *know* how to communicate via email - Daily Check-ins (Use Edgenuity email) - Set policies with your families and students as to when you will be communicating (answering emails, responding to assignments) - Consistent Due Dates – Coursework Goals - Consistent Formatting - where is your contact information, titles, Simplified, Each week structure consistent, - Consistent Instructions - step by step instructions and submission instruction. Model examples. Be detailed such as how long to do each step. - Create checklists for students	- Teacher contact student and parent/guardian when: - After 3 missed coursework goals in 1 week - Teacher contacts student – electronic communication is acceptable. Document contact in Teacherease – Behavior Logs - After 4 missed coursework goals in 1 week – Teacher contacts parent/guardian – phone or video communication is required – electronic communication follow up is acceptable – Document contact and report student to Counselor – counselor will contact student - After 5 missed goals in 1 week – teacher will reach out to student and parent, including administration on the contact – home visit may be scheduled in coordination with the home school

Expectations

Hybrid Learning
What is it? What does it look like?

Student Responsibilities	Parent/Guardian Responsibilities	Teacher Responsibilities
• If 18, student will certify student health(via Premier Academy self-certification form on www.premieracademymorris.org before leaving home • Students will attend school twice weekly (as assigned by administration) either Monday/Tuesday OR Thursday/Friday for the hours of 8:30am – 1:30pm • Outside of school attendance, students will utilize Remote Learning • On Remote Learning Days students will log into coursework at 8:30am and achieve one of the following: **1.** 5 hours of online work **2.** Complete 5 quizzes (at 70% or higher – pre-quizzes at 80% or higher) **3.** Meet coursework goal • On Remote Learning Days, students not logged in by 8:30am will be considered Tardy • On Remote Learning Days, students not logged in by 10:30am will be considered absent and will have their password reset • Students not meeting coursework goals and not putting forth full effort will be unable to work outside of school hours – 8:30am – 1:30pm	• If student is under 18, Parent/Guardian will certify student health(via Premier Academy self-certification form on www.premieracademymorris.org before student leaves home • Parent/Guardian will ensure student attendance on the assigned attendance days • On Remote Learning Days, Parent/Guardian will ensure the Hybrid Learning Student has access to technology to complete coursework – please reach out to administration if you need assistance • On Remote Learning Days, Parent/Guardian will ensure the Hybrid Learning student has access to a fairly fast, reliable internet connection such as DSL or cable • On Remote Learning Days, Parent/Guardian will ensure Hybrid Learning student has access to perform school work in a safe and appropriate place • On Remote Learning Days, Parent Guardian will ensure the Hybrid Learning student has sufficient time management skills to schedule and spend the necessary time to complete coursework each day. • Parent/Guardian will be encouraged to check their Edgenuity & Teacherease family portals on a regular basis • Parent/Guardian will encourage the student to seek help from his or her teacher, on Remote Learning Days, when stuck or frustrated and never be afraid to ask the student to show his/her coursework and progress • Parent/Guardian will communicate any student academic concerns with staff.	• Teacher will self-certify health before entering the school building • Communication of coursework goals to students and parent/guardian. • Daily tracking of student coursework goals in Google Sheets • Teachers and students use school products to communicate regularly (phone (Nimbus app), email, Teacherease, announcements, etc.) • Teachers will issue any new passwords by 8:30am the following school day • Teachers will utilize educational resources such as: Edgenuity's Collaboration Corner

Hybrid Learning Tools and Platforms		
Digital Engagement	**Feedback**	**Communication**
- Google Classroom - Google Meet - Breakout rooms are possible through multiple Meets. - Zoom - Breakout rooms are built into this video call platform. - YouTube - EdPuzzle (Freemium) - Playposit - Padlet (Freemium) - Flipgrid - Kahoot (Freemium) - PearDeck - Add-On for Google Slides to create interactive presentations. (Freemium) - Nearpod (Freemium) - Mentimeter - (Freemium) - Poll Everywhere (Freemium) - Answer Garden - Book Creator (Freemium) - Hyperdocs - Q/A in Google Slides - Perusall (Freemium) - Google Group - Create a forum for clear communication - Loom (Freemium) - Screencastify - Install the extension so you don't need the desktop app on Windows machines. (Freemium) - Adobe Spark - See also slides 33-47 here for tools and suggestions for use (IDEA/CDW-G presentation)	- Flipgrid - Mote - Creates audio comments for Google Files. - Comment Box in Google Classroom or G Suite files - Kahoot (Freemium) - Quizizz (Freemium) - Google Forms - It is recommended to create the quiz on Classroom and then import questions if needed. - Edulastic (Freemium) - Socrative (Freemium)	- Gmail - Remind - (Freemium) - Google Translate - Available in Google Docs and Gmail - SeeSaw (Freemium) - Google Group - Create a forum for clear communication. - Google Comments - Google Sites - LMS Systems - Schoology, Edmodo, Canvas - Screencastify (Freemium)

Hybrid Learning Best Practices		
Digital Engagement	**Feedback**	**Communication**
● Digital File Organizing 　○ Google's Applied Digital Skills 　○ File Organization for Teachers 　○ Organizing Google Drive presentation 　○ Organizing Google Classroom tutorial ● Maintaining Student connections in a variety of ways. ● Design lessons for engagement (from *Engagement by Design* by Fisher, et. al) ● Tell students why lessons matter - research shows that students do not apply what they know to new situations unless they are prompted to do so. Also see here about the importance of setting purpose. ● Finding an authentic audience for student work ● Think about accessibility ● Block Scheduling Teaching Methodology - Tools for Teaching in the Block by Roberta L. Sejnost ● Brain Breaks ● Work with your Tech Coach ● Start with familiar tech tools ● Allow time to explore	● Using direct feedback (when in classroom) and email (when remote) ● Using phone calls to check in (Nimbus app if off site). – can contact student directly ● Use of cross-platform communication tools. ● What does effective communication with parents look like? ● Check-in with colleagues regarding their contact with parents ● Quality vs Quantity - make it as meaningful as possible. Short and direct. Err on the side of sugary sweet when communicating. ● Timely ● Record any contact (or attempt) in Teacherease Behavior Logs ● Ensuring students *know* how to communicate via email ● Daily Check-ins (Use Edgenuity email) ● Set policies with your families and students as to when you will be communicating (answering emails, responding to assignments) ● Consistent Due Dates – Coursework Goals ● Consistent Formatting - where is your contact information, titles, Simplified, Each week structure consistent, ● Consistent Instructions - step by step instructions and submission instruction. Model examples. Be detailed such as how long to do each step. ● Create checklists for students	● Teacher contact student and parent/guardian when: ● After 3 missed coursework goals in 1 week - Teacher contacts student – electronic communication is acceptable. Document contact in Teacherease – Behavior Logs ● After 4 missed coursework goals in 1 week – Teacher contacts parent/guardian – phone or video communication is required – electronic communication follow up is acceptable – Document contact and report student to Counselor – counselor will contact student ● After 5 missed goals in 1 week – teacher will reach out to student and parent, including administration on the contact – home visit may be scheduled in coordination with the home school

Specials & Enrichments

Remote Learning
What is it? What does it look like?

Digital Engagement	Feedback	Communication
- Both synchronous and asynchronous - Provide varied modalities for students to interact with content - Students participating virtually - provide choice board of options to demonstrate participation	Meaningful and accessible to students	Use consistent communication applied in district or school.

Remote Learning
Instructional Strategies

General Guidelines	Specials teachers, other than PE, should come to classrooms rather than have students move to the specials. Instructional plans will need to be made to accommodate not only the instruction in a regular classroom, but also the use of limited, personal supplies.
Library	Students are encouraged to utilize their public library
PE	Students will complete PE in an online format –via Edgenuity or Apex Students can supplement with asynchronous activities via journal submitted via Edgenuity email. Record demonstrations of skills/physical tasks. PE may be offered in an online format **Planning** - OpenPysEd - PE Central - AskListenLearn Digital Health Curriculum - ShapeAmerica - My Favorite At Home Physical Activity and Fitness Resources 7 ways to teach P.E. class from home
Support Services	- Students can participate in synchronous groups via Zoom - Students can complete asynchronous activities as directed by counselor

Specials & Enrichments

Hybrid Learning
What is it? What does it look like?

Digital Engagement	Feedback	Communication
• Both synchronous and asynchronous • Provide varied modalities for students to interact with content • Students participating virtually - provide choice board of options to demonstrate participation	• Meaningful and accessible to students	Use consistent communication applied in district or school.

Hybrid Learning
Instructional Strategies

General Guidelines	Specials teachers, other than PE, should come to classrooms rather than have students move to the specials. Instructional plans will need to be made to accommodate not only the instruction in a regular classroom, but also the use of limited, personal supplies. Creative solutions will be used to enable socially-distanced collaboration opportunities
Library	Students will be encouraged to utilize their public library
PE/Dance	Face coverings must be worn when indoors. No more than 50 individuals may be in one space at any one time during Phase 4. Activities must allow for 6-foot distance between students as much as possible. Games and sport activities that require close guarding and any potential physical contact with another player must be avoided in order to comply with IDPH requirements. Whenever feasible and weather permitting, educators should select outdoor physical education activities that allow natural social distancing. If PE must be taught inside, consider using separate partitions in open spaces, utilizing markings on the gymnasium floor/wall/field to maintain distance between participants. Hand shaking, high fives, or other physical contact is prohibited. It is recommended that teachers have access to technology to broadcast instruction to maximize social distancing (e.g., megaphone or microphone).

	Record demonstrations of skills/physical tasks. PE may be supplemented in an online format **Instruction** • [Safe YouTube](#) Share YouTube videos without sidebar distractions or viewing potentially inappropriate comments • [Thinglink](#) (Freemium) • [Pear Deck](#) (Freemium) • [Nearpod](#) (Freemium) • [EdPuzzle](#) (Freemium) • [Kahoot](#) • [Quizizz](#) • [Mentimeter](#) • [Iorad](#) (Freemium) Create application tutorials for students **Planning** • [My Favorite At Home Physical Activity and Fitness Resources](#) • [7 ways to teach P.E. class from home](#) **Activity** [GoNoodle](#)
Support Services	• Students can participate in synchronous groups(with social distancing) and on Remote Days via Zoom • Students can complete asynchronous activities as directed by counselor

SEL - Social Emotional Learning

Remote and/or Hybrid Learning
What is it? What does it look like?

SEL - Social and Emotional Learning is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Digital Engagement	Feedback	Communication
• Both synchronous and asynchronous. • Provide varied modalities for students to interact with teachers and other students. • Provide opportunities for students to communicate freely with teachers through discussion boards, meets, and messaging (Canvas, Seesaw, Dojo, etc.).	• Meaningful and accessible to students. • Students have opportunities to provide feedback to each other. • Constructive. • If students respond to feedback, keep the discussion going - they need to talk and have positive interactions.	• Use consistent communication applied in district or school. • Provide families with SEL resources so that they know what is being explored at school and how they can support their students at home. • Families need us, too! Support ongoing two-way communications.

Remote Learning
Instructional Strategies

General	Students and families are experiencing trauma related to all things Covid19. This is in addition to any preexisting [ACEs (Adverse Childhood Experiences)](#). Students miss teachers, friends, classmates, and predictable routines. Some students rely on school for food security and safety - they may be struggling at home without relied-upon resources. SEL Skills are not intuitive - they need to be taught and explored with practice!
Student SEL	Interactions/Engagements • [Flipgrid](#) • [Seesaw](#) • [Zoom](#) • [Google Meet](#) • [Teams](#) (Microsoft) Mindfulness/Mindful Movements/Executive Functioning • [Smiling Mind](#) • [Class Dojo](#) - Mojo lessons and videos • [GoNoodle](#) • [Mind Yeti](#) YouTube Channel • [Cosmic Kids Yoga](#) YouTube Channel

	● [Happy Minds for Kids](#) YouTube Channel

Teacher SEL	Self Care
	   ● [Head Space](#) (Free for Educators)
	   ● [SuperBetter](#)
	Activites
	   ● [Panorama](#)
	   ● [Connecting Remotely](#) – Ideas for Reaching students Individually from home
	   ● [Centervention](#) - Free Social Emotional Learning Activities
	   ● [Understood](#) - 5 Social Emotional Games to Play with Your Child
	   ● [Lalilo Social Emotional Learning Activity 4-Week Calendar](#)
	Planning & Pedagogy
	   ● [Center for Healthy Minds](#)
	   ● [CASEL Guide to Schoolwide Social and Emotional Learning](#)
	   ● [CASEL](#) YouTube Channel
	   ● [CASEL Weekly Webinars](#) (previous recordings included)
	   ● [Common Sense Education SEL Educator Toolkit](#)
	   ● [SEL Providers Council](#) E-learning free resources
	   ● Edweek Article: [How to Teach Social-Emotional Learning When Students Aren't in School](#)
	   ● [Teaching Tolerance](#)
	   ● [NewsELA](#) SEL Resources
	   ● [ReadWorks](#) SEL Resources
	   ● [Pause and React Poster](#)
	   ● [Mindfulness in Education to Lower Stress and Violence](#) TEDX Video
	   ● [ACES, Trauma, and Resilience Resources](#)
	   ● [13 Powerful SEL Activities](#)
	   ● [Panorama Adult SEL Toolkit](#)

Family and Community SEL	● [CASEL - SEL in Homes and Communities](#)
	   ● [Family Engagement and SEL](#)
	   ● [Social and Emotional Learning: Strategies for Parents](#)
	   ● [SEL4US For Families](#)
	   ● [Text HOME to 741741 to reach a Crisis Counselor](#)
	   ● [Understood](#) - 5 Social Emotional Games to Play with Your Child
	   ● [How to Reduce the Stress of Homeschooling on Everyone](#) Greater Good Magazine UC Berkeley

Modifications to In-Person Learning

Designing the Physical Space of the Classroom

	Traditional	Modified	Additional Sanitation
Desk Configurations	Students at each seat	One student per table Teacher created seating chart provided to administration	Disinfecting wipes available for students to wipe down areas as needed
Common areas in classroom – microwave, refrigerator, water cooler	Students use conscious hygiene	Students sanitize hands before and after using	Students wipe down appliance before and after using
	Students use conscious hygiene	Students sanitize hands before and after using	Students wipe down appliance before and after using

Develop a Student "First Day" Outline

	Traditional	Modified	Additional Sanitation
Things to Consider:	- Setting the tone and example/mindset - Expectations – health and hygiene protocols - Remote Learning	Social Emotional Concerns Anxiety – general, health-related, academic, separation	Respect/Tolerance - Listening and telling your story - Brain breaks

Facilities and Operations

Instructional Spaces

- Community Items (shared books, supplies, etc) will be removed from the space. Students will be assigned individual supplies and will store those in their personal "bin."
- Before using items such as
- Students will remain in their assigned seat throughout the entirety of the day
- Hand sanitizer pump dispensers will be placed at 2 locations in each instructional space
- Teachers will have access to sanitizer spray, wipes (when available), and gloves to spot sanitize as needed (using wipes) and spray classroom when students leave for PE and at the end of the school day (paying attention to high-touch areas such as: doorknobs, refrigerator, microwave, desks, chairs, etc)
- As much as possible, students will not move between instructional spaces. Students are required to eat and drink in classrooms during identified times

Common Spaces

- Hand sanitizer stations will be positioned in the entryway and other key locations. Students and staff will be instructed to use hand sanitizer prior to entry to building and restrooms, then perform good hand hygiene, then sanitize again after leaving the restroom
- One person at a time will be allowed in the restroom
- Public drinking fountains will be made unavailable. Water filling stations will be utilized, with user sanitizing before and after using the filler
- Staff should monitor hallways and common spaces when students are present and moving. They are to remind students to stay spaced, follow all posted directions and wear their mask at all times
- Cell phone return – students will allow for social distancing and staff will hand student cell phone, sanitizing in between

Security, et al

- Classroom doors should remain closed and locked during the school day
- In the event of an emergency, all buildings will follow evacuation plans and shelter in place procedures as normal. Students and staff will be instructed to keep masks in place while sheltering. Groups evacuating the building should spread themselves out at least 30 feet if possible while waiting for the all clear to return to the building. Masks should be kept in place while outside if social distancing within the groups cannot be maintained. After any drills/events where evacuation or shelter in place is required, students and staff should perform hand hygiene or use hand sanitizer or change masks if required

Health and Wellness

Management of Ill Students and Staff

- All staff and students MUST wear face masks
- Classroom teachers will be supplied with medical supplies for minor issues (band-aids, q-tips, ointment, etc)
- Main Office is <u>called</u> if concerns that a student is ill or needing medical attention – an available Main Office staff member will come to the classroom to evaluate the student and determine further need (triage in hallway)
- If it is determined the student needs more significant medical attention (fever, vomiting/diarrhea, injury, accident, etc) the student will be brought to various isolation rooms on need
- If student has an injury, diabetic need, accident, medication, etc. the student will be brought to the TRIAGE room in each building
- If student is vomiting, has diarrhea, or any other illness with NO FEVER, the student will be brought to the NON-FEVER room in each building
- If student has a fever, the student will be brought to the FEVER room in each building
- TRIAGE – Main Office, NON-FEVER – Rm. 103, FEVER – Rm. 104, Rm. 107, Rm. 210
- Limit access to Main Office – NO student is sent without permission
- If a student is being sent home, an office staff member will come to gather belongings to be sent home
- Areas used by symptomatic person: Closed off to students and staff, wait 24 hours for cleaning and disinfecting (if possible)

What actions should be taken by students/staff sent home with COVID-like symptoms?

- All students and staff sent home with COVID-like symptoms should be diagnostically tested. Student and staff should remain home from school until they receive the test results.
- Students and staff who are confirmed or probable cases of COVID-19 must complete 10 calendar days of isolation from the date of first symptom onset and be fever-free for 24 hours without use of fever-reducing medications and other symptoms have improved before returning to school.
- Students and staff returning to school after experiencing COVID-like symptoms but being diagnosed with a non-COVID illness must meet the criteria for returning to school for the illness with which they have been diagnosed. At a minimum, the individual must be fever-free for 24 hours without the use of fever-reducing medication and have had no diarrhea or vomiting in the previous 24 hours. Other diseases have specific criteria for when a student or staff member can return to school. Follow school health policies and communicable disease guidance for those illnesses. A doctor's note documenting the alternative diagnosis and a negative COVID-19 test result should accompany a student or staff member returning to school with an alternative diagnosis after experiencing COVID-like symptoms. Schools and districts should assist families in locating free or reduced cost medical clinics for assistance where needed.
- Students and staff with COVID-like symptoms who do not get tested for COVID-19 and who do not provide a healthcare provider's note documenting an alternative diagnosis, must complete 10 calendar days of isolation from the date of first symptom onset and be fever-free for 24 hours without use of fever-reducing medications and other symptoms have improved before returning to school.
- Medical evaluation and COVID-19 diagnostic testing is strongly recommended for all persons with COVID-like symptoms.

If a student is sent home sick with suspected COVID-19 symptoms (eg. Runny nose, fever, diarrhea, etc) must all their siblings/household members be sent home as well and quarantined for 14 calendar days?

- Yes, if one of the household members is being evaluated for COVID-19, the rest of the household must be quarantined until an alternative diagnosis is made or negative result received. If the sick student becomes a confirmed case (i.e., tests positive for COVID-19) or a probable case (i.e., has COVID-like symptoms and is epidemiologically linked to known case), the local health department (LHD) conducting contact tracing will place household contacts, including siblings, in quarantine for 14 calendar days. The health department also will provide guidance on how to safely quarantine and isolated within the household.

How many symptoms does a person need to have to be considered suspect COVID-19?

- Students and staff exhibiting one or more COVID-like symptoms should be immediately isolated, and evaluated. Schools should evaluate each student/staff to determine if this symptom is new or if it is part of an existing condition for this student/staff.

If the sick person has a known condition causing the symptoms, eg. Allergies, migraine, etc. can this be taken into consideration?

- Every symptomatic person should be evaluated by their healthcare provider on a case-by-case basis and decisions to test for COVID-19 should be based on their personal health history. Medical documentation of chronic illness should be provided. Diagnostic testing is strongly encouraged whenever an individual experiences COVID-like symptoms as it is possible to have COVID-19 and other health conditions at the same time. Early diagnosis can prevent further transmission. Individuals who have undergone testing should remain home away from others while waiting for COVID-19 test results.

If the sick person has a known condition causing the symptoms, eg. Allergies, migraine, etc. can this be taken into consideration?

- Every symptomatic person should be evaluated by their healthcare provider on a case-by-case basis and decisions to test for COVID-19 should be based on their personal health history. Medical documentation of chronic illness should be provided. Diagnostic testing is strongly encouraged whenever an individual experiences COVID-like symptoms as it is possible to have COVID-19 and other health conditions at the same time. Early diagnosis can prevent further transmission. Individuals who have undergone testing should remain home away from others while waiting for COVID-19 test results.

Contacts to Cases

What is contact tracing?

- Contact tracing is used by health departments to prevent the spread of infectious diseases. In general, contact tracing involves identifying people who have a confirmed or probable case of COVID-19 (cases) and people who they came in contact with (close contacts) and working with them to interrupt disease spread. This includes asking people with COVID-19 to isolate and their contacts to quarantine at home voluntarily.

Who is a close contact?

- A close contact is anyone (with or without a face covering) who was within 6 feet of a confirmed case of COVID-19 (with or without a face covering), for at least 15 minutes throughout the course of a day. The period of close contact begins 2 calendar days before the onset of symptoms (for a symptomatic person) or 2 calendar days before the positive sample was obtained (for an asymptomatic person). If the case was symptomatic (e.g., coughing, sneezing), persons with briefer periods of exposure may also be considered contacts. Close contacts to a confirmed case of COVID-19 are required to remain in quarantine at home for 14 calendar days starting from the last day of contact with the confirmed case.

Who will do contact tracing?

- Contact tracing will be performed by the Local Health Department (LHD), sometimes in partnership with DPH or a community-based organization. However, schools can assist the LHD by identifying all close contacts with a confirmed case. Documentation of assigned seats and taking photos of assembled classes can be useful in helping schools determine who was within 6 feet of a given case. Schools must be aware of records and confidentiality laws pertaining to school student records, including exceptions for release of information in the event of an emergency and requirements to notify parents and create a record of emergency releases of information. (105 ILCS 10/6(a)(7); 23 Il. Admin. Code 375.60).

Is contact tracing only performed when a positive test is received?

- Contact tracing is performed for a confirmed case (laboratory confirmed positive) or a probable case (person with clinically compatible COVID-like symptoms and epidemiologically linked (known exposure) to a confirmed case or testing positive by an antigen test).

If a confirmed or probably COVID case is identified in a classroom, or on a school bus, who will be considered close contacts that need to be quarantined for 14 calendar days? Will this include the entire classroom or all the students on the bus?

- Exposure in a classroom should be limited to everyone with whom the confirmed or probable COVID case had close contact, within 6 feet, for at least 15 minutes throughout the course of a day. Exposure on a bus must include everyone who sat within 6 feet of the confirmed or probable COVID case for 15 minutes or longer. A possible approach to identifying close contacts on a bus would be to include persons who sat 3 rows in front and 3 rows behind the confirmed or probable COVID case.

If the close contact and the COVID case were both wearing their cloth face coverings when the exposure occurred, is the close contact still required to be quarantined?

- Yes. While there is strong evidence that face coverings significantly reduce the risk of infection, the likelihood for transmission cannot be ruled out.

Is a physician's note required to return to school after a 'close contact' to a case completes 14 calendar days in quarantine?

- Persons who remain asymptomatic throughout 14 calendar days of quarantine do not need a physician's note to return to school. During the quarantine period, a contact tracer will be closely monitoring the contact to confirm they remain asymptomatic.

What is the definition of an outbreak in schools?

- Two confirmed cases of COVID-19 infections occurring within 14 calendar days of each other in individuals in the same classroom would meet the case definition for an outbreak. This is because the cases would be epidemiologically linked (known exposure to) with respect to place (same classroom) and time (within 14 calendar days). This would prompt an investigation by the LHD that may result in recommendations for testing and quarantining all students/staff in the affected classroom.

Testing

What is the average amount of time after receiving a COVID test that results will be received?

- Turnaround time (TAT) for laboratory test results is dependent on laboratory capacity. Typically, the TAT for test results from the state lab is 2-3 calendar days. The TAT can increase when the demand for testing is high. Private reference labs may be able to offer a shorter TAT and should be considered as an option for testing.

Can the school be notified of a confirmed or probable case as quickly as possible?

- We ask that parents/guardians to notify the school as quickly as possible with any confirmed or probable COVID-19 cases. The local health department (LHD) will also receive a report of a confirmed or probable case from either a lab or provider. However, the report does not necessarily include school information (unless the school was the test submitter). This means that the LHD must obtain this information by interviewing the case/parent/legal guardian. The LHD will notify the school as soon as they have acquired the school information.

If a student or staff member presents a note from a negative COVID-19 test result, for how many days is that test valid?

- A negative polymerase chain reaction (PCR) test is valid only for the day on which it was reported. It denotes that on the day that the sample was collected, the individual being tested did not have any detectable virus in their system. Because the incubation period (time from exposure to infection) for COVID-19 is 2-14 calendar days, a person with a negative test may still develop infection at some point during the incubation period. Due to the nature of these tests, a symptomatic person will still be required to quarantine for the 10 day period.

Personal Protective Equipment (PPE)

What PPE is required to work in or to attend school?

- All persons on school grounds including students, teachers, school nurses, administrative and secretarial staff, food service personnel, custodial staff, public safety personnel, etc., must wear a face covering at all times when in school or in transit to and from school via group conveyance (i.e., school buses), unless a specific exemption applies.

How should cloth face coverings be cleaned and stored?

- Personal cloth face coverings should be taken home, laundered daily, dried in a dryer, and reused. Personal cloth face coverings should be stored between uses in a clean sealable paper bag or breathable container.

When should face coverings be changed?

- Face coverings must be changed immediately if soiled, wet, or torn.

Can face coverings be removed at certain times?

- Yes – face coverings may be temporarily removed at school:
- When eating
- When outdoors and physical distancing of at least 6 feet can be maintained
- If using a face shield when other methods of protection are not available or appropriate (https://www.isbe.net/Documents/IDPH-Update-Appropriate-Use-Face-Shields.pdf) Strict adherence to social distancing should be maintained when face coverings are removed in limited situations.
- **Strict adherence to social distancing should be maintained when face coverings are removed in limited situations.**

Can a face shield be worn instead of a face covering?

- Because respiratory droplets may be expelled from the sides and bottom of face shields, they do not provide adequate 'source control' and should only be used as a substitute for face coverings in the following limited circumstances:
- Individuals who are under the age of 2
- Individuals who are unconscious, incapacitated, or otherwise unable to remove the cover without assistance
- Teachers needing to show facial expressions where it is important for students to see how a teacher pronounces words (e.g., English learners, early childhood, foreign language, etc.). However, teachers will be required to resume wearing face coverings as soon as possible. Preferred alternatives to teachers wearing face shields include clear face coverings or video instruction. There must be strict adherence to social distancing when a face shield is utilized.

Who has the credentials to be able to provide a medical note or perform a routine health check-up?

- IDPH recommends that a physician licensed to practice medicine in all branches of medicine, as defined in 105 ILCS 5/27-8.1, be referred to for providing medical notes and performing routine health checkups.

Can athletic face coverings, e.g., neck warmers be used as a substitute for cloth face coverings?

- CDC recommends that people wear cloth face coverings in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain. Cloth face coverings are recommended as a simple barrier to help prevent respiratory droplets from traveling into the air and onto other people when the person wearing the cloth face covering coughs, sneezes, talks, or raises their voice. This is called source control. It is not known if athletic face coverings/neck warmers provide any benefit as source control to protect others from the spray of respiratory particles. CDC does not recommend use of athletic face coverings/neck warmers as a substitute for cloth face coverings.

School Closure

If there is a confirmed or probable case of COVID-19 within the school, what are the recommendations for school closure?

- Decisions for temporary closure of a school will be made by school leaders in consultation with the LHD during its investigation of a case or cluster of cases. If the LHD determines that there is a risk to the school community, the school may be closed temporarily for cleaning and disinfection. This initial short term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This also allows the local health officials to help the school determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.

Are there alternative strategies to school closure that may be considered or employed?

- Alternative strategies, less drastic than closure, might include:
- Quarantining the affected classroom where social distancing is challenging (e.g. early childhood).
- Suspending affected classes or closing playgrounds.
- Canceling non-essential activities and meetings.
- Keeping students in constant class groups or classrooms and moving teachers routinely between classes.
- Increasing spacing between students in classes.
- Shortening the school week.
- Staggering school start and lunch/break times across year groups or classes

Communication and Reporting

Are schools required to report information to the local health department including cases, type and onset of symptoms, number of exposed persons, etc.?

- Yes – schools must cooperate with the LHD to provide relevant information needed for mitigating the spread of COVID-19 infection and must be reported to the LHD for use in surveillance and contacting tracing public health activities. Schools must be aware of records and confidentiality laws pertaining to school student records, including exceptions to release of information in the event of an emergency, and requirements to notify parents and create a record of emergency releases of information. (105 ILCS 10/6(a)(7); 23 Il. Admin. Code 375.60).

Is it a Family Educational Rights and Privacy Act (FERPA) violation to notify the LHD/IDPH or staff and parents of a confirmed or probable case in our school?

- No – a laboratory confirmed case of COVID-19 is reportable within 3 hours to the Local Health Department per the Communicable Disease Code. Identifiable information on a student or staff member including name and contact information, is reportable to IDPH or to the local public health authority for any notifiable disease or condition. Schools must be aware of records and confidentiality laws pertaining to school student records, including exceptions to release of information in the event of an emergency, and requirements to notify parents and create a record of emergency releases of information. (105 ILCS 10/6(a)(7); 23 Il. Admin. Code 375.60).

Does contact tracing violate the Health Insurance Portability and Accountability Act (HIPPA)?

- No. The HIPAA Privacy Rule allows for reporting by covered entities to public health for the purpose of preventing the spread of infectious diseases. HIPAA recognizes the legitimate need for public health authorities, and others responsible for ensuring public health and safety, to have access to protected health information to carry out their public health mission.

If we have a case of COVID-19 in a student at our school, what is our responsibility for notifying schools attended by the siblings of the case?

- There is no need to notify a school attended by siblings of a sick individual. If the sick individual tests positive for COVID-19 or becomes a probable case, the LHD conducting contact tracing will place siblings in quarantine for 14 calendar days and facilitate parental notification to the school(s) attended by siblings of the case.

Besides public health authorities, who should be notified of a case of COVID-19 at our school? Must we notify the entire district, or only the classroom or the building?

- Communication of a confirmed or probable case of COVID-19 to the district and school community should align with the school's policy for notification of cases of communicable diseases. The communication message should counter potential stigma and discrimination. In such a circumstance, it is critical to maintain confidentiality of the student or staff member as required by the Americans with Disabilities Act, the Family Education Rights and Privacy Act, and the Illinois School Student Records Act.

Travel Restrictions
Are there any current domestic or international travel restrictions for which we should be monitoring and excluding students and staff?
● There is widespread, ongoing transmission of novel coronavirus worldwide. Anyone who has traveled internationally in the past 14 calendar days should stay home and monitor their health. There is no current statewide guidance in Illinois for quarantining domestic travelers. However, some counties or municipalities do require or recommend 14 calendar days of quarantine for travelers returning from states with high community prevalence of COVID-19. IDPH does receive frequent notifications of travel-related exposures. If public health is notified that a student or staff member is a contact to a COVID-19 case as a result of travel, quarantine for 14 calendar days will be required. As an employer working with vulnerable populations, school administrators may consider advising staff who travel that they are required to quarantine (if exposed) due to travel.

General Resources

- [Illinois State Board of Education Transition Guide for the 2020-21 School Year](#)

General Resources

- [Video Call Etiquette Resources](#)
- [Agreements for Connecting Online](#)
- [How to Motivate Participants](#)
- [Digital Ice Breakers](#)

Zoom

- [Zoom Expectations Posters in English and Spanish](#)
- [Zoom Expectations](#)
- [Zoom Directions for Students](#)
- [Zoom Tips for Teachers](#)
- [10 Ways to Secure Your Zoom](#)