

Coronavirus/COVID-19 Pandemic Action Plan

Guidance from the Governor’s Office of Early Childhood Development

<p>Be Proactive Use the following template to develop strategies to reduce the spread of infectious diseases. Effective strategies build on already established infection control policies and practices. Determine the need to develop and implement policies and procedures for working with, and providing services to, vulnerable populations. Develop and identify how you will manage each staff member’s responsibilities in the event of his or her illness or extended absence to ensure continuation of service.</p>	<p>Avoid Exposure Use the template to outline preventive steps to limit the frequent and close interaction between staff and delivery service personnel. Ensure children’s daily health checks are completed upon arrival. Strictly enforce policies about excluding children when they are ill. Via routine communication, inform potential visitors that symptomatic persons will not be able to enter the program facility. Be sure to screen and exclude visitors upon arrival if they have had potential exposure to COVID-19, recently travelled from an affected geographic area, or who appear to be experiencing fever, cough, or shortness of breath. Minimize the number of events, including parent groups, until further notice</p>
<p>Sanitize Purchase infection control supplies such as hand sanitizer and soap for children, staff, and visitors to your facility per CDC recommendations. Evaluate existing janitorial services and cleaning operations against the current CDC cleaning guidance.</p>	<p>Monitor and Plan for Absenteeism Review the usual absentee patterns among both students and staff. Alert local health officials about large increases in children and staff absenteeism, particularly if absences appear to be due to respiratory illnesses. Review current attendance and sick leave policies. Develop new policies outlining mandatory leave for staff with COVID-19 exposure, symptoms of illness, or confirmed infection. This should include quarantine for 14 days post-exposure or isolation, if symptomatic. Determine the need to anticipate and approve flexible work schedules for staff absences. Develop a tracking mechanism to monitor staff illness and determine your program’s ability to meet required staffing ratios.</p>
<p>Communicate Use the template to develop an employee awareness campaign that provides information on COVID-19 and protective measures. Create a communication strategy to describe actions being taken to keep staff informed. Develop a family awareness campaign that provides information on COVID-19 and protective measures. Create a communication strategy to describe actions being taken to keep families informed. Ensure Action Plans address the need for effective communication with individuals with</p>	<p>Partner Reach out to your local public health officials (such as the county health department) for guidance if you are considering closing for a COVID-19 related reason. This is not a decision that you should be making on your own, but in partnership with local health officials.</p>

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<p>limited English proficiency or for whom English is not their native language. The CDC has print resources available.</p>	
<p>ORGANIZATIONAL COMMAND AND CONTROL OVERVIEW (see organizational chart in appendix)</p>	<p>Operating <i>(INSERT ORGANIZATION NAME)</i> during a pandemic will utilize the same coordination and command structure that is employed in other incidents, whether man-made or naturally caused.</p>
<p>CLOSURE AND RE-OPENING OF FACILITIES <i>(This section, in particular, must be tailored to each organization. It needs to incorporate the means by which operations are managed/governed and consider the principles and views of the community.)</i></p>	<p>Closure of facilities at <i>(INSERT ORGANIZATION NAME)</i> is deemed necessary when it is no longer feasible to continue operations due to a decrease in student attendance, a reduction in faculty and staff presence or if the continued operation of the facility poses a serious health risk. Below is a list of events that will likely lead up to the declaration of a pandemic. Each trigger point establishes a scenario that will require <i>(INSERT ORGANIZATION NAME)</i> to respond accordingly. These trigger points are dynamic and the reaction by <i>(INSERT ORGANIZATION NAME)</i> will have to be flexible. The following actions are intended to serve as guidance for this response.</p>
<p>TRIGGER POINTS FOR ACTION & CLOSURE</p>	<p>1) Report of first case in the United States Actions: -Information on the status and impact will be received from Cook County Department of Health. -Students and parents will be educated on the importance of this event. a) Addition / update to website b) Develop phone message -Staff and faculty will be instructed on the impact of this event on their health. -Decide on <i>(INSERT ORGANIZATION NAME)</i>'s message, to be sent out to faculty, staff, students and parents through letters and inter-office memos. -Revise sample parent letter #3 and send. (Add sample parent letters to the appendix)</p> <p>2) Change in W.H.O. phase actions: Actions: -Information on the status and impact will be received from Cook County Department of Health. -<i>(INSERT ORGANIZATION NAME)</i> administrator / pandemic coordinator must establish a direct line of communication with the health department for current, up-to date status reports -Students and parents will be educated on the importance of this event. -Staff and faculty will be instructed on the impact of this event on their health a) Review of policies and procedures outlined in the pandemic response plan b) Implementation of steps that correspond with change of status as outlined in pandemic response plan. -Increase basic hygiene messages. -Decide on <i>(INSERT ORGANIZATION NAME)</i>'s message, to be sent out to faculty, staff, students and parents through letters and inter-office memos. -Revise sample parent letter #4 and send. (Add sample parent letters to the appendix)</p>

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	<p>3) Report of first pandemic virus outbreak in the United States</p> <p>Actions:</p> <ul style="list-style-type: none"> -Decide on <i>(INSERT ORGANIZATION NAME)</i>'s message, to be sent out to faculty, staff, students and parents through letters and inter-office memos. -Students and parents will be educated on the importance of this event. Information will be obtained from the Cook County Department of Health. -Staff and faculty will be instructed on the impact of this event on their health. If appropriate, send home a program closure letter. (Add sample parent letters to the appendix) <p>4) Re-opening of schools</p> <p>Actions:</p> <ul style="list-style-type: none"> -Information on the status of illness and safety to re-open facilities will be received from Cook County Department of Health. -Decide on <i>(INSERT ORGANIZATION NAME)</i>'s message, to be sent out to faculty, staff, students and parents through letters and inter-office memos. -Educate faculty, staff, students and parents about the possibility of another wave of the illness and stress non-pharmaceutical intervention measures (isolation, rest). -Revise sample parent letter #6 and send. (Add sample parent letters to the appendix)
<p>ESSENTIAL SERVICES</p>	<p><i>(INSERT ORGANIZATION NAME)</i> will identify the essential services that are necessary for continuity of operations, under the pressure of high staff absenteeism and limited supplies associated with pandemic illness. An essential service is defined as a task that an agency must continue with little or no disruption. To ensure continuity of operations, <i>(INSERT ORGANIZATION NAME)</i> describes what services, personnel and equipment are critical for maintaining the organization's mission.</p> <p>If <i>(INSERT ORGANIZATION NAME)</i> remains open during a pandemic, at least until a recommendation for closure is given, the essential services must be maintained. Staff, as well as back-ups, is assigned for each of the services identified. <i>(INSERT ORGANIZATION NAME)</i> has ensured that alternates are qualified to perform essential tasks.</p> <p>Essential services and supplies necessary for continuity of operations:</p> <ul style="list-style-type: none"> Administration- <i>(INSERT STAFF MEMBER NAME)</i> Finance / Payroll- <i>(INSERT STAFF MEMBER NAME)</i> Food services- <i>(INSERT STAFF MEMBER NAME)</i> Transportation- <i>(INSERT STAFF MEMBER NAME)</i> Safety / Security- <i>(INSERT STAFF MEMBER NAME)</i>
<p>MODIFIED HUMAN RESOURCE POLICIES</p> <p><i>(Every organization has different leave policies and rules for compensation; therefore, issues in this section will have to be revised specifically for your organization. A modification of the leave policy with an emphasis on non-punitive absences will be important to the health and safety of your students and staff. This will encourage ill staff to isolate themselves at home which will prevent the spread of infection to other healthy staff and students.</i></p>	<p>During a pandemic, students and staff may be absent for more than several days and it has been estimated that up to 40% may be absent at the peak of a pandemic. Staff absences could be due to illness, caring for sick family members, relatives, neighbors or friends, imposed quarantine, loss of childcare (i.e. schools and daycares are closed) or fear. The pandemic virus will be highly transmissible and very deadly. For the safety of everyone at <i>(INSERT ORGANIZATION NAME)</i> staff and children should remain home until they have recovered.</p>

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<p><i>However, if employees fear that taking days off may put their job in jeopardy, they may be more likely to come to work while still infectious.) Please see page 16 of McHenry County's Pandemic Preparedness Planning Template for more details</i></p>	
<p>COMMUNICATION</p>	<p><i>(INSERT ORGANIZATION NAME)</i> will appoint a Pandemic Communication Officer. The Communication Officer's responsibilities will include:</p> <ul style="list-style-type: none"> i) Serving as the point of contact for communications with external agencies (i.e. regional supervisor or superintendent, school board president, health department, local law enforcement, DCFS, etc.) ii) Serving as the main source of information for staff of <i>(INSERT ORGANIZATION NAME)</i> iii) Serving as the point of contact for parents, students and external partners & stakeholders iv) Providing periodic information and updates to staff, faculty, parents and students regarding pandemic preparedness via: <ul style="list-style-type: none"> 1. Monthly newsletter 2. Website 3. Direct mailings 4. Inclusion with other handouts (i.e. include preparedness tips on the bottom of newsletters or lunch menus) v) Making presentations to staff, faculty, parents and students on pandemic issues vi) Ensuring <i>(INSERT ORGANIZATION NAME)</i>'s website is continuously updated vii) Monitoring credible sources for information updates viii) Establish a relationship with any key partners that will be critical during a pandemic (i.e. Health Department, media representatives, etc. These connections should be made BEFORE an emergency occurs.) ix) Maintain contact lists for key groups: <ul style="list-style-type: none"> 1. Staff (after hours) 2. Parents 3. Health Department 4. Suppliers 5. Hospitals 6. Police 7. Fire and EMS <p>Communication Officer:<i>(INSERT STAFF MEMBER NAME)</i> Alternate:<i>(INSERT STAFF MEMBER NAME)</i></p>
<p>INFECTION CONTROL</p>	<p>Pre-Pandemic: general infection control practices and education are in place to combat seasonal influenza outbreaks. These same practices would be applied during a pandemic. Students and staff will be re-educated on proper hygienic practices and seasonal vaccinations should be encouraged. <i>(INSERT ORGANIZATION NAME)</i>, will put up posters, add related curriculum and offer staff-in service. We will:</p> <ul style="list-style-type: none"> i. Educate about both seasonal influenza and pandemic illnesses

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	<ul style="list-style-type: none"> ii. Describe <i>(INSERT ORGANIZATION NAME)</i>'s pandemic response plan <ul style="list-style-type: none"> 1. Advocate individual / family preparedness 2. Send a letter to parents about preparedness (Add sample parent letters to the appendix) iii. Promote proper infection control practices <ul style="list-style-type: none"> 1. Hand washing 2. Covering coughs and sneezes 3. Social distancing 4. Keep living and working areas clean <p>Pandemic: students and staff will be reminded to maintain good infection control practices</p> <ul style="list-style-type: none"> i. Social distancing strategies should be explained and promoted <ul style="list-style-type: none"> 1. Stay home if ill 2. Keep distance from those who are sick 3. Avoid crowds 4. Stagger working hours or work from home, if possible ii. <i>(INSERT ORGANIZATION NAME)</i> will decide on what personal protective equipment (PPE) will be made available to staff, faculty and students if any.
<p>PRE-PANDEMIC EDUCATION AND PREPAREDNESS This section details the strategy that <i>(INSERT ORGANIZATION NAME)</i> will follow to educate and prepare its faculty, staff, students, parents and other stakeholders before a pandemic.</p>	<p>Educational materials must contain accurate and timely information. To further increase credibility, <i>(INSERT ORGANIZATION NAME)</i> uses the following, reliable sources:</p> <p>Cook County Department of Health (CCDH) – www.cookcountypublichealth.org Illinois Department of Public Health (IDPH) - www.idph.state.il.us Centers for Disease Control and Prevention (C.D.C.) - www.cdc.gov/ World Health Organization (W.H.O.) - www.who.int/en/</p> <p>Appropriate educational materials are created and distributed to:</p> <p>Faculty Staff Parents or guardians Students Volunteers</p> <p>Any other critical, outside partners that your organization deals with (list). The following are issues that will be addressed in <i>(INSERT ORGANIZATION NAME)</i>'s educational materials:</p> <ul style="list-style-type: none"> -Basic facts on infectious diseases -Definitions and frequently asked questions about pandemics -Current status of the pandemic virus (W.H.O. or C.D.C. websites) -What to expect during a pandemic and at each W.H.O. phase <i>(INSERT ORGANIZATION NAME)</i> response during a pandemic and how that would affect them, including: <ul style="list-style-type: none"> o Facility closures o Infection control policies o Ill persons not allowed at facility -Non-medical intervention measures to prevent disease spread and remain healthy, such as handwashing, personal protective equipment, social distancing, etc -Where they can expect to receive information during a pandemic -What they can do to prepare at home and work -Vaccine and antiviral information -What to do if someone becomes ill and how to take care of loved ones -What will be expected of staff -Policies and procedures for staff, including human resource information

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	<p><i>(INSERT ORGANIZATION NAME)</i> is employing the following methods for distributing educational materials:</p> <ul style="list-style-type: none"> -Placing posters in and around the facility. Posters will be rotated between locations to ensure maximum exposure. Some beneficial sites may include bathrooms (on stall doors), cafeterias, staff lounges and bulletin boards. Distributing flyers through staff, parents, students or extracurricular organizations -Sending letters home (see annex E for sample parent letters) -Hosting in-services by school nurses, health department, etc. -Organizing town hall meetings <p>Addressing frequently asked questions on the back or bottom of newsletters and lunch menus.</p> <p>One crucial message <i>(INSERT ORGANIZATION NAME)</i> relates to stakeholders is the necessity for individuals and families to take responsibility for their own preparedness. A pandemic will strike numerous locations at the same time; thus, local, state and federal resources will be stretched thin. <i>(INSERT ORGANIZATION NAME)</i> and those under its care will not be able to depend on these agencies for a great deal of assistance. Pre-event preparedness is essential for both organizations and individuals. Planning, preparation and response will be on a local level.</p>
<p>SURVEILLANCE AND REPORTING OVERVIEW (see appendix for guidelines)</p>	<p><i>(INSERT ORGANIZATION NAME)</i> cares about the safety and well-being of staff, faculty, students and their families. Therefore, <i>(INSERT ORGANIZATION NAME)</i> will work closely with the Cook County Department of Health in detecting and reporting virus symptoms. Through the established surveillance program, stakeholders will be informed of the illness trends in Cook County, and also, specifically the status of <i>(INSERT ORGANIZATION NAME)</i>. A major part of the surveillance and reporting system will be the active involvement of parents and staff. <i>(INSERT ORGANIZATION NAME)</i> will inform parents and staff on the importance of detecting viruses early and how sound surveillance can prevent illness. <i>(INSERT ORGANIZATION NAME)</i> will also tell parents and staff how to accurately report symptoms, thus best tracking the spread of the virus. The specific symptoms that health officials are looking for cannot be detailed until the pandemic has begun. <i>(INSERT ORGANIZATION NAME)</i> will implement this same system during annual influenza seasons, when a pandemic is not occurring. This action will show parents and staff the usefulness of <i>(INSERT ORGANIZATION NAME)</i>'s actions and the vigilance of <i>(INSERT ORGANIZATION NAME)</i>.</p>
<p>DISTANCE LEARNING (Choose the methods best fitting your organization's structure, population and available technology Although you may not be able to mandate distance learning, plans should be in place for its utilization. Keep in mind that every family may not have access to each type of media.)</p>	<p>Suggested Methods:</p> <ul style="list-style-type: none"> Online curriculum that can be accessed through a website Interactive assignments Teachers post weekly activities/lessons/assignments
<p>SECURITY OVERVIEW</p>	<p>During a pandemic, people may be experiencing high levels of stress and anxiety. Actions that would normally seem out of the ordinary may be more typical. For those reasons, security at <i>(INSERT ORGANIZATION NAME)</i> is an important component of pandemic response.</p> <p>RESPONSIBILITIES</p> <ol style="list-style-type: none"> 1. Enforce school policies that are related to the health and safety of faculty, staff and students 2. Assign personnel to provide security for essential supplies that may be in great demand during a pandemic 3. Protect and lock down the facility when appropriate (i.e. facility closure)

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	<p>RECOMMENDED ACTION STEPS (Edit to fit your organization.)</p> <ol style="list-style-type: none"> 1. Establish an emergency calling directory 2. Set up a radio system for security personnel (if applicable) 3. Start an Emergency Response Team 4. Find out what the legality is for <i>(INSERT ORGANIZATION NAME)</i>'s policy limiting access to the facility 5. Have an alternate site ready for classes or operations 6. Maintain an emergency equipment checklist 7. Identify on-call security that can be ready to help if regular security are ill 8. Keep infected/infectious persons in a designated area. If infected people are already in the building, they may need to be isolated b. Restrict access to those who are infectious 9. Make sure security personnel know what personal protective equipment is appropriate and how to wear it correctly 10. Post signs on entrances and exits that specify policies of restricted movement or access.
<p>SUPPLIES</p>	<p>Basic non-medical supplies can help maintain the health and safety of students. Maintaining the inventory of these supplies is important and should be regularly examined, especially during a pandemic. If a pandemic hits, supply chains could be disrupted, affecting the inventory. <i>(INSERT ORGANIZATION NAME)</i> will take steps to ensure that a functional amount of supplies will be available to faculty, staff and students. <i>(INSERT ORGANIZATION NAME)</i> will also encourage students and staff to bring their own personal supply of these basic non-medical materials. This way, each student and staff has their own supply and could help contribute to the overall supply of the facility. (This is a preliminary list of necessary supplies; official guidance may change as a pandemic unfolds.)</p> <p>SUPPLIES</p> <ul style="list-style-type: none"> Soap Paper towel Hand sanitizers containing at least 60% alcohol Toilet paper Tissues Masks N-95 to be primarily used by _____ (If N-95 masks are used they must be properly fit-tested.) Surgical masks to be primarily used by _____ (Official guidance dictating which situations necessitate which mask may change as a pandemic unfolds.) Gloves Disinfectant Bleach Food and beverage
<p>SPECIAL NEEDS POPULATIONS</p>	<p>If a pandemic happens, the number of critical issues facing an organization could be staggering. Taking this into account, <i>(INSERT ORGANIZATION NAME)</i> wants to ensure that it does not overlook its special needs population. <i>(INSERT ORGANIZATION NAME)</i> is dedicated to ensuring that every faculty, staff, student or parent is safe and secure while in the facility and receives and understands any essential information.</p> <p>ACTION STEPS</p> <p><i>(INSERT ORGANIZATION NAME)</i> will:</p>

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	<ol style="list-style-type: none"> 1. Identify faculty, staff and students that have special needs, including: <ol style="list-style-type: none"> a. Language b. Medical <ol style="list-style-type: none"> i. Physical ii. Emotional iii. Developmental c. Take into account HIPAA or privacy considerations 2. Ensure that critical, written information is available in various forms, such as: <ol style="list-style-type: none"> a. Multiple languages (choose languages based on your community) b. Appropriate for visually challenged (i.e. Braille or large print) 3. Help source an interpreter for oral communications <ol style="list-style-type: none"> a. Non-English languages (choose languages based on your community) b. Sign language 4. Help source resources for an in-home support and respite for medically fragile student 5. Consider possibility of keeping medically fragile students home at an earlier point due to possibility of higher susceptibility / lower immune system 6. Create individualized emergency plans for individual students based on medical status, add to Individualized Educational Program (IEP) and keep accessible. Children in need of emotional support can be referred to Erikson's Center for Children and Families in Oak Park for Virtual Assessment / therapy.
TRAINING AND EXERCISE PLAN	<p>Once plans are developed, training and exercising ensures that all of <i>(INSERT ORGANIZATION NAME)</i> and its stakeholders are aware of this response plan, how it is activated, how it is managed and how it affects them. Staff, faculty students and parents must be familiar with their roles and responsibilities in a pandemic or any emergency. Training will be scheduled by the <i>(INSERT ORGANIZATION NAME)</i> Training/Planning team. Additional training needs will be identified and scheduled with essential and core personnel and their back-ups.</p>
RECOVERY	<p>Handling the recovery from a pandemic or any emergency is the final, important responsibility of <i>(INSERT ORGANIZATION NAME)</i>. At later points in a pandemic, staff shortages due to disease, death, staff "burn-out" and other factors may be an issue for programs. <i>(INSERT ORGANIZATION NAME)</i> must consider the means for compassionately, yet efficiently, transitioning employees back to their normal routine. Human Resource leaders will need to enact modified policies see Modified Human Resource Policies above.</p> <p>CONTINUED SURVEILLANCE With confirmation that the pandemic has ended, activities undertaken during the preparedness phase will resume. This plan will be reviewed by the pandemic and revised as necessary, taking into consideration the lessons learned during the previous phases of the pandemic.</p> <p>RE-ENTRY CONSIDERATIONS AND ENVIRONMENTAL SAFETY It can be expected that the local health department and/or IDPH will be consulted as re-entry criteria and environmental decontamination begin to be established. Typically, influenza viruses do not live on surfaces, at the outset, any longer than 48 hours. However, this time is subjective and may be different for the pandemic virus. A portion of the decontamination may be carried out to ease the minds of the staff, parents and community. An environmental contractor will execute environmental decontamination. In the case of pandemic influenza or virus, environmental surfaces may be decontaminated with ordinary household detergents such as alcohol or a bleach solution. Clothing and linens may be laundered with a minimum of warm water and detergent. Health officials will advise health care facilities, first responders, and others, including the general</p>

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	<p>public, as to the specific decontamination guidelines at the time of the pandemic.</p> <p>MENTAL HEALTH CONSIDERATIONS After the world has reached the end of a pandemic, mental wellness will be a priority. Although cases of illness will have significantly decreased, the world will have to deal with everything it has suffered through. At the onset of the pandemic, <i>(INSERT ORGANIZATION NAME)</i> will help source Counselors to help stakeholders deal with the grief and sadness; special attention must be given to helping children cope with their losses and confusion when it resolves.</p>
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Appendix

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Organizational Chart

Agency Leader Name Title	Board of Directors
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Name Title	Name Title	Name Title
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Name Title	Name Title	Name Title	Name Title	Name Title	Name Title
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GUIDELINES

Outbreak of Flu Disease Less than 10% Students Absent "Heightened Surveillance"	Less than 10% Students Absent at (INSERT ORGANIZATION NAME).
<p>-Change voice recordings for all sick lines to the following: "Please leave the name of your child, their teacher's name and the symptoms your child is having so we can adequately monitor current illness trends in our school".</p> <p>-The designated health staff will monitor the occurrence of unscheduled absences and potential trends in illness or symptoms among employees and students and complete a Student Sign and Symptom Log.</p> <p>-Educate staff on symptoms of flu and encourage them to:</p> <ol style="list-style-type: none"> 1. Stay home when experiencing symptoms of the flu. 2. Encourage them to call school nurse/health aide to provide a list of their symptoms. 3. Nurse/aide to complete attached Staff Sign and Symptom Log. <p>If sick calls are taken by a "live" person, the following questions should be asked:</p> <p>"What are the student's symptoms?" If a fever is mentioned, "How high is the fever?"</p> <p>"When did the illness begin?"</p> <p>"Are any other family members ill?"</p> <p>"Have you seen the doctor?"</p> <p>"What diagnosis did the doctor provide?"</p>	
Expansion of the Outbreak "Intensive Surveillance"	>10 % and < 30% Students Absent at (INSERT ORGANIZATION NAME)
<p>-Continue above "Heightened Surveillance" actions.</p> <p>-Have teachers complete a periodic "Health and Wellness Check" focused on flu, respiratory and COVID-19 symptoms where students exhibiting flu symptoms will be sent to the health office.</p> <p>-Begin preparation for facility closure. Surveillance reports will be faxed daily to the Cook County Department of Health.</p>	
Continued Expansion of the Outbreak	>30% Students Absent at (INSERT ORGANIZATION NAME)
<p>-Facility closed.</p> <p>-If possible, track staff and faculty illness.</p>	
Following the Outbreak	
Continue "Heightened Surveillance" activities	