Considerations for Schools: **General Readiness Assessment - DISTRICT WIDE**

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training

Point Person(s): ___   ____

Review relevant local/state regulatory agency policies and order, such as those related to events, gatherings, and travel.

Consult local health officials about the school's approach to planning for COVID-19.

Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.   CHRO and Supt

Develop policies that encourage sick staff members to stay at home without fear of job loss or other consequences and protect their privacy, particularly for those with underlying medical conditions and at higher risk for severe illness.

  Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.

  Offer flexible sick leave policies and practices.

  Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).

Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.

Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.

Develop a plan to conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.

Point Person(s): _____

Obtain supplies including:

  soap

  hand sanitizer (at least 60% alcohol)

  paper towels

  tissues

  cleaning and disinfection supplies

  cloth face coverings (as feasible)

  no-touch/foot pedal trash cans

  no-touch soap/hand sanitizer dispensers

  disposable food service items

  other: _____

Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:

  buses or other transport vehicles (Stages 1&2)
  frequently touched surfaces (e.g., desks, door handles, railings)

  communal spaces (e.g., restrooms)

  shared objects (e.g., gym equipment, art supplies, games)

  other: ___Perimeter controls/fencing_____

Assess the availabilty of staff, students, and families to obtain cloth face coverings for everyday use.

Point Person(s): _____
_____

Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. (DO/Nurses provide this info)

Educate staff on flexible work and leave policies that encourage sick staff members to stay at home without fear of job loss or other consequences.

Teach the importance of handwashing with soap and water for at least 20 seconds. (Nurses provide)
Teach the importance of social distancing and staying with small groups, if applicable. (PIO provides)
All students and staff members should wear cloth face coverings, and communicate the importance of wearing them.

  Schools must exclude students from campus if they are not exempt from wearing a face covering and refuse to wear one provided by the school. Schools should offer alternative education for excluded students

Provide information on proper use, removal, and washing of cloth face coverings. Nurses

Train staff on all safety protocols (Content provided by DO).
  Conduct training virtually or maintain social distancing during training.
 Other: _____

Policies and Procedures	Facilities and Supplies

Policies and Procedures

Develop a plan for organizing students and staff into small groups (cohorting) that remain together while social distancing, with limited mixing between groups (all school day for young students, and as much as possible for older students). (Stage 3/Blended and Stage 2)

Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.

> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.

> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.

Develop a plan for serving students individually plated, boxed, or wrapped meals in classrooms instead of in a cafeteria, or for implementing staggered mealtimes to reduce the number of students or small groups within a cafeteria. (Stage 3/Blended and Stage 2)
Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).

Develop a plan for if someone gets sick or shows symptoms of COVID-19.

Other: _____

Facilities and Supplies

Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.

Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.

Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.

Ensure all water systems and features are safe to use after a prolonged facility shutdown.

Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.

Install physical barriers, such as sneeze guards and partitions, in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).

Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.

Space seating at least 6 feet apart and turn desks to face in the same direction.

Develop protocol to increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).

Develop a protocol to monitor and ensure adequate supplies to minimize sharing of objects, or limit use to one group of students at a time, and clean and disinfect between use.

Encourage organizations that share the school facilities to follow these considerations.

Other: _____

Considerations for Schools: General Readiness Assessment - DISTRICT WIDE

Use the following tool when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging	Gatherings, Visitors, and Events	Action Planning—Notes and Next Steps

Point Person(s): _____

Post signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include:

- entrances
- dining areas
- restrooms
- classrooms
- administrative offices
- MUR
- auditorium
- janitorial staff areas
- other _____

Principals/ Dept heads post signs provided by the District.

Develop plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

- websites
- email
- social media accounts
- other _____

PIO with Nurses and HR

Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.

Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.

Notify all staff and families of who to contact for questions and concerns related to COVID-19.

Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

Other: _____

Point Person(s): _____

Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held.

Identify opportunities to pursue virtual group events, gatherings, or meetings, if possible, and develop a protocol to limit those where social distancing cannot be maintained.

Develop a protocol to limit nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible—especially those who are not from the local geographic area (e.g., community, town, city, country.) (Volunteers/visitors not permitted in Stages 3 & 4)
Identify opportunities to pursue virtual activities and events, such as field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible. (In person events and field trips not permitted in Stages 3 & 4)

If offering sporting activities, develop a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities. (In person events not permitted in Stages 3 & 4, some practices permitted in 2&3)
Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.

Other: _____

Point Person(s): _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

Considerations for Schools: Daily/Weekly Readiness Assessment - **Used weekly by Principals and Dept heads for ongoing monitoring**

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Policies and Procedures	Facilities and Supplies	Education and Training

Policies and Procedures

Point Person(s): _____

Check with District Office re: relevant local/state regulatory agency policies and orders for updates.

Ensure a staff person is assigned to respond to COVID-19 concerns. (Nurse or designee)

Monitor absenteeism of students and staff.

Ensure roster of trained back-up staff is updated.

Conduct daily health checks (e.g., temperature screening and/or symptom checking) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.

In Stage 4 only, ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available

Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible. (Stages 2/3)
Monitor and ensure appropriate accommodations, modifications, and assistance for students with special needs

students in special education who have a 504 plan or individualized education plan.

Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers.

Adhere to and review protocols to limit contact between small groups and with other students' guardians.

Facilities and Supplies

Point Person(s): _____

Monitor and restock supplies including:

soap

hand sanitizer (at least 60% alcohol)

paper towels

tissues

cleaning and disinfection supplies

cloth face coverings (as feasible)

no-touch (preferably covered) trash cans

no-touch soap/hand sanitizer dispensers

disposable food service items

other: _____

Monitor adherence to the schedule for increased, routine cleaning and disinfection of:

buses or other transport vehicles (Stages 2/3)

frequently touched surfaces (e.g., desks, door handles, railings)

communal spaces (e.g., restrooms)

shared objects (e.g., gym equipment, art supplies, games)

other: _____

Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.

Education and Training

Point Person(s): _____

Educate staff, students, and their families about when they should stay home if they have COVID-19 symptoms, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case, and when they can return to school. (District provides content)

Educate staff on work expectations/remote options specific to reopening Stage.

Reinforce and monitor handwashing with soap and water for at least 20 seconds.

Reinforce the importance of social distancing and staying with small groups, if applicable.

Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.

Reinforce the use of cloth face coverings.

All students and staff members must wear masks
Schools must exclude students from campus if they are not exempt from wearing a face covering and refuse to wear one. Schools should offer alternative education
Provide information on proper use, removal, and washing of cloth face coverings.

Train staff on all safety protocols. (District provides content)

Conduct training virtually or maintain social distancing during training.

Other: _____
members including assessing needs of diverse groups

Policies and Procedures	Facilities and Supplies
Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible. (Stages 2/3)	Monitor safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
Ensure students eat in separate areas or with their small group. (Stages 2/3)	Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas. (Stages 2/3)	Ensure ventilation systems operate properly.
Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users. (Stages 2/3)	Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
Other: _____	In transport vehicles, ensure one student per row, skipping rows when possible. (Stages 2/3)
	For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
	Increase circulation of outdoor air as much as possible throughout the school day (e.g., opening windows and doors when it is safe to do so).
	Ensure adequate supplies (e.g., writing utensils, art supplies) to minimize sharing of frequently touched surfaces and shared objects, and monitor cleaning and disinfecting between use.
	Other: _____

Considerations for Schools: **Daily/Weekly Readiness Assessment**

Use the following tool to monitor and maintain healthy behaviors, environments, and operations that reduce the spread of COVID-19.

Communication and Messaging

Point Person(s): _____

Continue to post or update signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include:

- entrances
- dining areas
- restrooms
- classrooms
- administrative offices
- MUR
- auditorium
- janitorial staff areas
- other _____

Continue to provide or update messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:

- websites
- email
- social media accounts
- other _____

Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.

Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.

Encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.

Promote healthy eating, exercising, getting sleep, and finding time to unwind.

Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.

Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.

Other: _____

Gatherings, Visitors, and Events

Point Person(s): _____

Continue to encourage social distancing of at least 6 feet between people who don't live together at group events, gatherings, or meetings, including outdoor activities.

Continue to restrict nonessential visitors, volunteers, and activities involving external groups or organizations—especially those who are not from the local geographic area (e.g., community, town, city, country). (Visitors and volunteers not permitted in Stages 2/3/4)

Continue to pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, if possible.

Continue to follow considerations for students and staff participating in sporting activities.

Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.

Other: _____

Action Planning—Notes and Next Steps

Point Person(s): _____

Use this space to note any required resources and next steps, or potential barriers and opportunities:

Considerations for Schools: **Preparing for if Someone Gets Sick**

Use the following tool when making initial preparations for if a student, teacher, or other school staff member gets sick with COVID-19.

Before Someone Gets Sick	When Someone Gets Sick	After Someone Gets Sick

Point Person(s): _____

Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 symptoms, are diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case.

Develop systems to:

> Have individuals self-report to administrators if they have symptoms of COVID-19, have been diagnosed with COVID-19, are waiting for test results, or were exposed to someone with COVID-19 within the last 14 days.

> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.

> Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies.

Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms.

Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.

Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.

Other: _____

Point Person(s): _____

Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19.

If necessary, arrange for transportation of sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.

If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.

Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).

Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation.

Other: _____

Notes and Next Steps:

Point Person(s): _____

In accordance with state and local laws and regulations, notify local health officials, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).

Notify individuals of closures and restrictions put in place due to COVID-19 exposure.

Advise those who have had close contact with a person diagnosed with COVID-19 to stay home, self-monitor for symptoms, and follow CDC guidance if symptoms develop.

Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children.

Other: _____