

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
Point Person(s): Site Principals	Point Person(s): Site principals/custodians	Point Person(s): Site Principals
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Check with District Office re: relevant local/state regulatory agency policies and orders for updates. <input checked="" type="checkbox"/> Ensure a staff person is assigned to respond to COVID-19 concerns. (Nurse or designee) <input checked="" type="checkbox"/> Monitor absenteeism of students and staff. <input checked="" type="checkbox"/> Ensure roster of trained back-up staff is updated. <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> In Stage 4 only, ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available <input type="checkbox"/> 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) <input checked="" type="checkbox"/> Monitor and ensure appropriate accommodations, modifications, and assistance for students with special needs <ul style="list-style-type: none"> <input checked="" type="checkbox"/> students in special education who have a 504 plan or individualized education plan. <input type="checkbox"/> Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers. <input checked="" type="checkbox"/> Adhere to and review protocols to limit contact between small groups and with other students' guardians. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Monitor and restock supplies including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> soap <input checked="" type="checkbox"/> hand sanitizer (at least 60% alcohol) <input checked="" type="checkbox"/> paper towels <input checked="" type="checkbox"/> tissues <input checked="" type="checkbox"/> cleaning and disinfection supplies <input checked="" type="checkbox"/> cloth face coverings (as feasible) <input type="checkbox"/> no-touch (preferably covered) trash cans <input checked="" type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <input type="checkbox"/> other: _____ <input type="checkbox"/> Monitor adherence to the schedule for increased, routine cleaning and disinfection of: <ul style="list-style-type: none"> <input type="checkbox"/> buses or other transport vehicles (Stages 2/3) <input type="checkbox"/> frequently touched surfaces (e.g., desks, door handles, railings) <input type="checkbox"/> communal spaces (e.g., restrooms) <input type="checkbox"/> shared objects (e.g., gym equipment, art supplies, games) <input type="checkbox"/> other: _____ <input checked="" type="checkbox"/> Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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) <input checked="" type="checkbox"/> Educate staff on work expectations/remote options specific to reopening Stage. <input checked="" type="checkbox"/> Reinforce and monitor handwashing with soap and water for at least 20 seconds. <input checked="" type="checkbox"/> Reinforce the importance of social distancing and staying with small groups, if applicable. <input checked="" type="checkbox"/> Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds. <input checked="" type="checkbox"/> Reinforce the use of cloth face coverings. <ul style="list-style-type: none"> 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. <input checked="" type="checkbox"/> Train staff on all safety protocols. (District provides content) <input checked="" type="checkbox"/> Conduct training virtually or maintain social distancing during training. <input checked="" type="checkbox"/> Other: SEL for students and emotional safety for staff members including assessing needs of diverse groups

Considerations for Schools: Daily/Weekly Readiness Assessment (continued from previous page)

Policies and Procedures

- Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible. (Stages 2/3)
- Ensure students eat in separate areas or with their small group. (Stages 2/3)
- Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas. (Stages 2/3)
- Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users. (Stages 2/3)
- Other: _____

Facilities and Supplies

- Monitor safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
- Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
- Ensure ventilation systems operate properly.
- Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
- 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): Principals/ Dept Heads/ PIO _____

- 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): Principals/ Dept Heads _____

- 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): <u>Principals/ Dept Heads</u>	Point Person(s): <u>Principals/ Dept Heads</u>	Point Person(s): <u>Principals/ Dept Heads</u>
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Develop systems to: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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. <input checked="" type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19. <input checked="" type="checkbox"/> Develop policies for returning to school after COVID-19 illness. CDC's criteria to discontinue home isolation and quarantine can inform these policies. <input checked="" type="checkbox"/> Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms. <input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary. <input checked="" type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19. <input type="checkbox"/> Other: _____ 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19. <input type="checkbox"/> If necessary, arrange for transportation of sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are. <input type="checkbox"/> If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19. <input type="checkbox"/> 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). <input checked="" type="checkbox"/> Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation. <input type="checkbox"/> Other: _____ <p>Notes and Next Steps:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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). <input checked="" type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure. <input type="checkbox"/> 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. <input checked="" type="checkbox"/> 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. <input type="checkbox"/> Other: _____