

## 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
<p><b>Point Person(s):</b> _____</p> <p>Check with District Office re: relevant local/state regulatory agency policies and orders for updates.</p> <p>Ensure a staff person is assigned to respond to COVID-19 concerns. (<a href="#">Nurse or designee</a>)</p> <p>Monitor absenteeism of students and staff.</p> <p>Ensure roster of trained back-up staff is updated.</p> <p>Conduct daily health checks (e.g., temperature screening and/or <a href="#">symptom checking</a>) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.</p> <p><a href="#">In Stage 4 only</a>, ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available</p> <p>Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible. (<a href="#">Stages 2/3</a>)</p> <p>Monitor and ensure appropriate accommodations, modifications, and assistance for students with special needs</p> <p>students in special education who have a 504 plan or individualized education plan.</p> <p>Ensure safety for children and youth who need assistance with activities of daily living, as well as their <a href="#">service providers</a>.</p> <p>Adhere to and review protocols to limit contact between small groups and with other students' guardians.</p>	<p><b>Point Person(s):</b> _____</p> <p>Monitor and restock supplies including:</p> <ul style="list-style-type: none"><li>soap</li><li>hand sanitizer (at least 60% alcohol)</li><li>paper towels</li><li>tissues</li><li><a href="#">cleaning and disinfection supplies</a></li><li><a href="#">cloth face coverings</a> (as feasible)</li><li>no-touch (preferably covered) trash cans</li><li>no-touch soap/hand sanitizer dispensers</li><li>disposable food service items</li><li>other: _____</li></ul> <p>Monitor adherence to the schedule for increased, routine cleaning and disinfection of:</p> <ul style="list-style-type: none"><li>buses or other transport vehicles (<a href="#">Stages 2/3</a>)</li><li>frequently touched surfaces (e.g., desks, door handles, railings)</li><li>communal spaces (e.g., restrooms)</li><li>shared objects (e.g., gym equipment, art supplies, games)</li><li>other: _____</li></ul> <p>Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.</p>	<p><b>Point Person(s):</b> _____</p> <p>Educate staff, students, and their families about when they should <a href="#">stay home</a> if they have COVID-19 <a href="#">symptoms</a>, have been diagnosed with COVID-19, are waiting for test results, or have been <a href="#">exposed</a> to someone with symptoms or a confirmed or suspected case, and when they can <a href="#">return</a> to school. (<a href="#">District provides content</a>)</p> <p>Educate staff on work expectations/remote options specific to reopening Stage.</p> <p>Reinforce and monitor <a href="#">handwashing</a> with soap and water for at least 20 seconds.</p> <p>Reinforce the importance of social distancing and staying with small groups, if applicable.</p> <p>Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.</p> <p>Reinforce the use of <a href="#">cloth face coverings</a>.</p> <p>All students and staff members must wear masks</p> <p>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</p> <p>Provide information on <a href="#">proper use, removal, and washing of cloth face coverings</a>.</p> <p>Train staff on all safety protocols. (<a href="#">District provides content</a>)</p> <p>Conduct training virtually or maintain <a href="#">social distancing</a> during training.</p> <p>Other: _____</p> <p>members including assessing needs of diverse groups</p>

## 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):** \_\_\_\_\_

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
<p><b>Point Person(s):</b> _____</p> <p>Make sure staff and families know they should not come to school, and that they should notify school officials if they have COVID-19 <a href="#">symptoms</a>, are diagnosed with COVID-19, are waiting for test results, or have been <a href="#">exposed</a> to someone with symptoms or a confirmed or suspected case.</p> <p>Develop systems to:</p> <ul style="list-style-type: none"><li>Have individuals self-report to administrators if they have <a href="#">symptoms</a> 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.</li><li>Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.</li><li>Develop policies for returning to school after COVID-19 illness. CDC's <a href="#">criteria to discontinue home isolation and quarantine</a> can inform these policies.</li></ul> <p>Identify an isolation room or area to separate anyone who has COVID-19 <a href="#">symptoms</a> or who has tested positive but does not have symptoms.</p> <p>Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.</p> <p>Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.</p> <p>Other: _____</p>	<p><b>Point Person(s):</b> _____</p> <p>Immediately separate individuals with COVID-19 <a href="#">symptoms or who test positive for COVID-19</a>.</p> <p>If necessary, arrange for transportation of sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.</p> <p>If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.</p> <p>Close off areas used by a sick person and do not use these areas until after <a href="#">cleaning and disinfecting</a> them (for outdoor areas, this includes surfaces or shared objects in the area, if applicable).</p> <p>Advise sick individuals that they should not return to school until they have met CDC's <a href="#">criteria to discontinue home isolation</a>.</p> <p>Other: _____</p> <p><b>Notes and Next Steps:</b></p>	<p><b>Point Person(s):</b> _____</p> <p>In accordance with state and local laws and regulations, notify <a href="#">local health officials</a>, staff, and families of cases of COVID-19 while maintaining confidentiality in accordance with the <a href="#">Americans with Disabilities Act (ADA)</a>.</p> <p>Notify individuals of closures and restrictions put in place due to COVID-19 exposure.</p> <p>Advise those who have had <a href="#">close contact</a> with a person diagnosed with COVID-19 to stay home, <a href="#">self-monitor for symptoms</a>, and follow <a href="#">CDC guidance</a> if symptoms develop.</p> <p>Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure <a href="#">safe and correct</a> use and storage of cleaning and disinfection products, including storing them securely away from children.</p> <p>Other: _____</p>