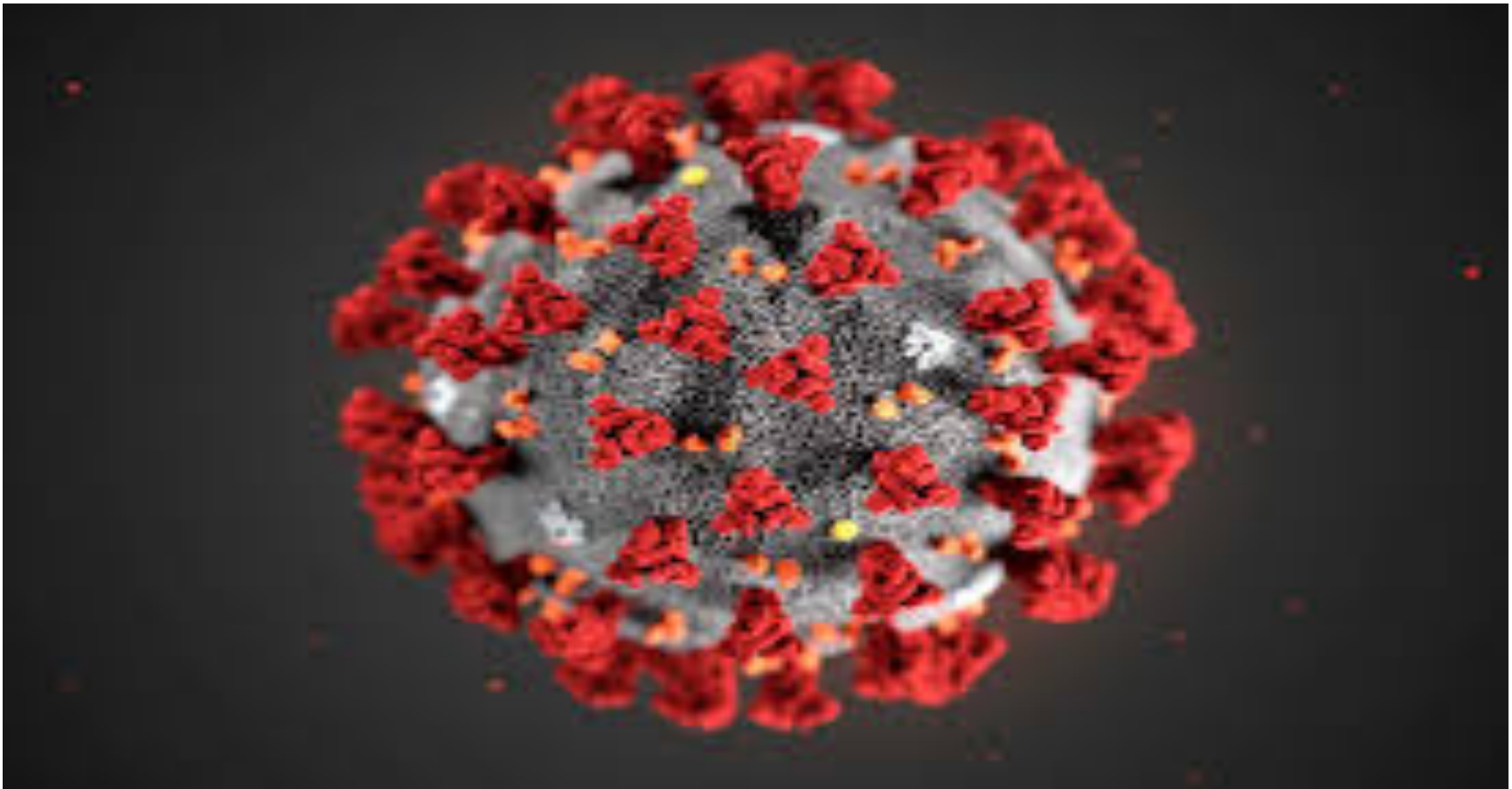


CNMI POLICIES AND PROCEDURES FOR COVID-19 PREVENTION AND CONTROL IN EDUCATIONAL INSTITUTIONS



Introduction

COVID-19 is mostly spread by respiratory droplets released when people talk, cough, or sneeze. It is thought that the virus may spread to hands from a contaminated surface and then to the nose or mouth, causing infection. Therefore, personal prevention practices (such as handwashing, staying home when sick) and environmental cleaning and disinfection are important principles that are covered in this document. Education administrators in collaboration with the Commonwealth Healthcare Corporation (CHCC) the Governor's Task Force can take actions to help lower the risk of COVID-19 exposure and spread during school sessions and activities.

1. Promoting Behaviors that Reduce Spread

Educational institutions in the CNMI must adopt reasonable measures to ensure that employees and students practice behaviors that reduce the spread of COVID-19.

A. Staying Home when Appropriate

Educate staff and families about when they/their child(ren) should stay home and when they can return to school.

- Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.
- Develop policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students' families are aware of these policies.

B. Hand Hygiene and Respiratory Etiquette

- Teach and reinforce handwashing with soap and water for at least 20 seconds.
- Increase monitoring to ensure adherence among students and staff.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
- Encourage staff and students to cover coughs and sneezes with a tissue. Provide tissue or disposable hand towels in classrooms

- Used tissues or disposable hand towels should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
 - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).

C. Cloth Face Coverings

- Teach and reinforce use of cloth face coverings.
 - Face coverings may be challenging for students (especially younger students) to wear in all-day settings such as school.
 - **Face coverings should be worn by staff and students (particularly older students) as feasible, and are most essential in times when physical distancing is difficult.**
 - Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently.
 - Information should be provided to staff, students, and students' families on proper use, removal, and washing of cloth face coverings.
 - Note: Cloth face coverings should not be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious
 - Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance
- **Adequate Supplies**
 - Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes, cloth face coverings (as feasible) and no-touch/foot-pedal trash cans.
- **Signs and Messages**

- Post signs in highly visible locations (e.g., entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
- Include messages (for example, videos) about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).

2. Maintaining Healthy Environments

Institutions should consider implementing several strategies to maintain healthy environments.

- Clean and disinfect frequently touched surfaces (e.g., door handles, sink handles, drinking fountains) within the school and on school buses at least daily or between use as much as possible. Use of shared objects (e.g., gym or physical education equipment, art supplies, toys, games) should be limited when possible, or cleaned between use.
- If transport vehicles (e.g., buses) are used by the school, drivers should practice all safety actions and protocols as indicated for other staff (e.g., hand hygiene, cloth face coverings).
- Develop a schedule for increased, routine cleaning and disinfection.
- Ensure safe and correct use and storage of cleaning and disinfection products.
- Cleaning products should not be used near students, and staff should ensure that there is adequate ventilation when using these products to prevent children or themselves from inhaling toxic fumes.

A. Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies, or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, and other games or learning aids.

B. Ventilation

- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, for example by opening windows and doors.

C. Modified Layouts

- Space seating/desks at least 6 feet apart when feasible.
- Turn desks to face in the same direction (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Create distance between children on school buses (g., seat children one child per row, skip rows) when possible.

D. Physical Barriers and Guides

- Install physical barriers, such as sneeze guards and partitions, particularly 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 or sidewalks and signs on walls, to ensure that staff and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways).

E. Communal Spaces

- Close communal use shared spaces such as dining halls and playgrounds with shared playground equipment if possible; otherwise, stagger use and clean and disinfect between use.
- Add physical barriers, such as plastic flexible screens, between bathroom sinks especially when they cannot be at least 6 feet apart.

3. Maintaining Healthy Operations

Institutions should implement strategies to maintain healthy operations.

A. Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

- Offer options for staff at higher risk for severe illness that limit their exposure risk (e.g., telework, modified job responsibilities).

- Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., virtual learning opportunities).
- Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.

B. Regulatory Awareness

- Be aware of CHCC and Governor's tasks Force policies relating ongoing to group gatherings to determine if events can be held.

C. Gatherings, Visitors, and Field Trips

- Pursue virtual group events, gatherings, or meetings, if possible, and promote social distancing of at least 6 feet between people if events are held. Limit group size to the extent possible.
- Limit any nonessential visitors (including parents), volunteers, and activities involving external groups or organizations as possible.
- Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- Pursue options to convene sporting events and participation in sports activities in ways that minimizes the risk of transmission of COVID-19 to players, families, coaches, and communities.

D. Identifying Small Groups and Keeping Them Together (Cohorting)

- a. Ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children).
- b. Limit mixing between groups if possible.

E. Staggered Scheduling

- a. Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- b. When possible, use flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) to help establish policies and practices for social distancing (maintaining distance of approximately 6 feet) between employees and others, especially if social distancing is recommended by local health authorities.

F. Designated COVID-19 Point of Contact

- a. Designate a staff person to be responsible for responding to COVID-19 concerns. All school staff and families should know who this person is and how to contact them.

G. Participation in Community Response Efforts

- a. Consider developing an All educational institution as a representation with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).

H. Communication Systems

- a. Put systems in place for:
 - i. Consistent with applicable law and privacy policies, having staff and families self-report to the school if they or their student have symptoms of COVID-19, a positive test for COVID-19, or were exposed to someone with COVID-19 within the last 14 days.
 - ii. Notifying staff, families, and the public of school closures and any restrictions in place to limit COVID-19 exposure (e.g., limited hours of operation).

I. Leave (Time Off) Policies and Excused Absence Policies

- Implement flexible sick leave policies and practices that enable staff to stay home when they are sick, have been exposed, or caring for someone who is sick.
 - Examine and revise policies for leave, telework, and employee compensation.
 - Leave policies should be flexible and not punish people for taking time off, and should allow sick employees to stay home and away from students and co-workers. Leave policies should also account for employees who need to stay home with their children if there are school or childcare closures, or to care for sick family members.
- Develop policies for return-to-school after COVID-19 illness.

J. Staff Training

- Train staff on all safety protocols.
- Conduct training virtually or ensure that social distancing is maintained during training.

K. Recognize Signs and Symptoms

- Develop protocol to conduct daily health checks (e.g., temperature screening and/or or symptom checking) of staff and students.
- Health checks should be conducted safely and respectfully, and in accordance with any applicable privacy laws and regulations.

L. Sharing Facilities

- Encourage any organizations that share or use the school facilities to also follow these considerations.

M. Support Coping and Resilience

- Encourage employees 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 employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- Encourage employees and students to talk with people they trust about their concerns and how they are feeling.

4. Preparing for When Someone Gets Sick

A. Isolate and Transport Those Who are Sick

- Make sure that staff and families know that they (staff) or their children (families) should not come to school, and that they should notify school officials (e.g., the designated COVID-19 point of contact) if they (staff) or their child (families) become sick with COVID-19 symptoms, test positive for COVID-19, or have been exposed to someone with COVID-19 symptoms or a confirmed or suspected case.
- Immediately separate staff and children with COVID-19 symptoms (such as fever, cough, or shortness of breath) at school. Individuals who are sick should go home or to a healthcare facility depending on symptoms.
- Work with CHCC to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have symptoms.

- School staff and other healthcare providers should use Standard and Transmission-Based Precautions when caring for sick people.
- Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility. If you are calling an ambulance or bringing someone to the hospital, try to call first to alert them that the person may have COVID-19.

B. Clean and Disinfect

- Close off areas used by a sick person and do not use these areas until after cleaning and disinfecting
- 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 products securely away from children.

C. Notify Health Officials and Close Contacts

- In accordance with state and local laws and regulations, school administrators should notify local health officials, staff, and families immediately of any case of COVID-19 while maintaining confidentiality in accordance with the Americans with Disabilities Act (ADA).
- Inform those who have had close contact with a person diagnosed with COVID-19 to follow the CHCC and Governor's Tasks Force to stay home and self-monitor for symptoms.

Adopted: Centers for Disease Control (CDC):

<https://www.cdc.gov/coronavirus/2019-ncov/index.htm>

Considerations for Schools: General Readiness Assessment

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): _____	Point Person(s): _____	Point Person(s): _____
<input type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.	<input type="checkbox"/> Obtain supplies including:	<input 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.
<input type="checkbox"/> Consult local health officials about the school's approach to planning for COVID-19.	<input type="checkbox"/> soap	<input type="checkbox"/> 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.
<input type="checkbox"/> Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.	<input type="checkbox"/> hand sanitizer (at least 60% alcohol)	<input type="checkbox"/> Teach the importance of handwashing with soap and water for at least 20 seconds.
<input type="checkbox"/> 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.	<input type="checkbox"/> paper towels	<input type="checkbox"/> Teach the importance of social distancing and staying with small groups, if applicable.
<input type="checkbox"/> Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.	<input type="checkbox"/> tissues	<input type="checkbox"/> Identify who should wear cloth face coverings , and communicate the importance of wearing them. Cloth face coverings should not be placed on:
<input type="checkbox"/> Offer flexible sick leave policies and practices.	<input type="checkbox"/> cleaning and disinfection supplies	<input type="checkbox"/> Children younger than 2 years old
<input type="checkbox"/> Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).	<input type="checkbox"/> cloth face coverings (as feasible)	<input type="checkbox"/> Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help
<input type="checkbox"/> Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.	<input type="checkbox"/> no-touch/foot pedal trash cans	<input type="checkbox"/> Provide information on proper use, removal, and washing of cloth face coverings .
<input type="checkbox"/> Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.	<input type="checkbox"/> no-touch soap/hand sanitizer dispensers	<input type="checkbox"/> Train staff on all safety protocols.
<input type="checkbox"/> 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.	<input type="checkbox"/> disposable food service items	<input type="checkbox"/> Conduct training virtually or maintain social distancing during training.
	<input type="checkbox"/> other: _____	<input type="checkbox"/> Other: _____
	<input type="checkbox"/> Develop a schedule for increased routine cleaning and disinfection in collaboration with maintenance staff, including areas such as the following:	
	<input type="checkbox"/> buses or other transport vehicles	
	<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 type="checkbox"/> Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.	

Considerations for Schools: **General Readiness Assessment**
(continued from previous page)

Policies and Procedures	Facilities and Supplies
<input type="checkbox"/> 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).	<input type="checkbox"/> Close communal spaces or develop a plan for staggered use and cleaning and disinfecting .
<input type="checkbox"/> Develop appropriate COVID-19 accommodations, modifications, and assistance for students with special healthcare needs or disabilities.	<input type="checkbox"/> Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants , including storing products securely away from students.
<input type="checkbox"/> Incorporate considerations for students in special education who have a 504 plan or individualized education plan to ensure education remains accessible.	<input type="checkbox"/> Ensure ventilation systems operate properly. If using fans, make sure they do not blow from one person onto another.
<input type="checkbox"/> Incorporate considerations for children and youth who need assistance with activities of daily living, as well as their service providers.	<input type="checkbox"/> Ensure all water systems and features are safe to use after a prolonged facility shutdown.
<input type="checkbox"/> 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.	<input type="checkbox"/> Follow CDC's considerations for Pools, Hot Tubs, and Water Playgrounds During COVID-19 if applicable.
<input type="checkbox"/> Develop protocols to limit contact among small groups and with other students' guardians (e.g., staggered arrival and drop-off times or locations).	<input type="checkbox"/> 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).
<input type="checkbox"/> Develop a plan for if someone gets sick or shows symptoms of COVID-19.	<input type="checkbox"/> Provide physical guides, such as tape on floors and signs on walls, to promote social distancing.
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Space seating at least 6 feet apart and turn desks to face in the same direction.
	<input type="checkbox"/> 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).
	<input type="checkbox"/> 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.
	<input type="checkbox"/> Encourage organizations that share the school facilities to follow these considerations.
	<input type="checkbox"/> Other: _____

Considerations for Schools: General Readiness Assessment

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): _____	Point Person(s): _____	Point Person(s): _____
<input type="checkbox"/> Post signs in highly visible locations to promote everyday protective measures and describe how to stop the spread of germs. Signage locations include: <ul style="list-style-type: none"> <input type="checkbox"/> entrances <input type="checkbox"/> dining areas <input type="checkbox"/> restrooms <input type="checkbox"/> classrooms <input type="checkbox"/> administrative offices <input type="checkbox"/> cafeteria <input type="checkbox"/> auditorium <input type="checkbox"/> janitorial staff areas <input type="checkbox"/> other _____ 	<input type="checkbox"/> Review local/state regulatory agency policies related to group gatherings to determine if events (e.g., sport games, extracurricular activities) can be held. <input type="checkbox"/> 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. <input type="checkbox"/> 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.) <input type="checkbox"/> 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. <input type="checkbox"/> If offering sporting activities, develop a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities. <input type="checkbox"/> Identify and prioritize outdoor activities where social distancing can be maintained as much as possible. <input type="checkbox"/> Other: _____	Use this space to note any required resources and next steps, or potential barriers and opportunities: <div style="background-color: #e6f2ff; height: 400px; margin-top: 10px;"></div>
<input type="checkbox"/> Develop plans to include messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on: <ul style="list-style-type: none"> <input type="checkbox"/> websites <input type="checkbox"/> email <input type="checkbox"/> social media accounts <input type="checkbox"/> other _____ 		
<input type="checkbox"/> Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.		
<input type="checkbox"/> Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.		
<input type="checkbox"/> Notify all staff and families of who to contact for questions and concerns related to COVID-19.		
<input type="checkbox"/> Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.		

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.

Policies and Procedures	Facilities and Supplies	Education and Training
Point Person(s): _____	Point Person(s): _____	Point Person(s): _____
<input type="checkbox"/> Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates.	<input type="checkbox"/> Monitor and restock supplies including:	<input 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.
<input type="checkbox"/> Ensure a staff person is assigned to respond to COVID-19 concerns.	<input type="checkbox"/> soap	<input type="checkbox"/> 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.
<input type="checkbox"/> Monitor absenteeism of students and staff.	<input type="checkbox"/> hand sanitizer (at least 60% alcohol)	<input type="checkbox"/> Reinforce and monitor handwashing with soap and water for at least 20 seconds.
<input type="checkbox"/> Ensure roster of trained back-up staff is updated.	<input type="checkbox"/> paper towels	<input type="checkbox"/> Reinforce the importance of social distancing and staying with small groups, if applicable.
<input 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 type="checkbox"/> tissues	<input type="checkbox"/> Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.
<input type="checkbox"/> Ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed.	<input type="checkbox"/> cleaning and disinfection supplies	<input type="checkbox"/> Reinforce the use of cloth face coverings . Cloth face coverings should not be placed on:
<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.	<input type="checkbox"/> cloth face coverings (as feasible)	<input type="checkbox"/> Children younger than 2 years old
<input type="checkbox"/> Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities.	<input type="checkbox"/> no-touch (preferably covered) trash cans	<input type="checkbox"/> Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help.
<input type="checkbox"/> Ensure education remains accessible for students in special education who have a 504 plan or individualized education plan.	<input type="checkbox"/> no-touch soap/hand sanitizer dispensers	<input type="checkbox"/> Provide information on proper use, removal, and washing of cloth face coverings .
<input type="checkbox"/> Ensure safety for children and youth who need assistance with activities of daily living, as well as their service providers .	<input type="checkbox"/> disposable food service items	<input type="checkbox"/> Train staff on all safety protocols.
<input type="checkbox"/> Adhere to and review protocols to limit contact between small groups and with other students' guardians.	<input type="checkbox"/> other: _____	<input type="checkbox"/> Conduct training virtually or maintain social distancing during training.
	<input type="checkbox"/> Monitor adherence to the schedule for increased, routine cleaning and disinfection of:	<input type="checkbox"/> Other: _____
	<input type="checkbox"/> buses or other transport vehicles	
	<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 type="checkbox"/> Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.	

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

Policies and Procedures	Facilities and Supplies
<input type="checkbox"/> Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible.	<input type="checkbox"/> Monitor safe and correct use and storage of cleaners and disinfectants , including storing products securely away from students.
<input type="checkbox"/> Ensure students eat in separate areas or with their small group.	<input type="checkbox"/> Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
<input type="checkbox"/> Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas.	<input type="checkbox"/> Ensure ventilation systems operate properly.
<input type="checkbox"/> Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users.	<input type="checkbox"/> Ensure seating is spaced at least 6 feet apart and that desks remain facing the same direction.
<input type="checkbox"/> Other: _____	<input type="checkbox"/> In transport vehicles, ensure one student per row, skipping rows when possible.
	<input type="checkbox"/> For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
	<input type="checkbox"/> 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).
	<input type="checkbox"/> 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.
	<input type="checkbox"/> 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	Gatherings, Visitors, and Events
<p>Point Person(s): _____</p> <p><input type="checkbox"/> 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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> entrances <input type="checkbox"/> dining areas <input type="checkbox"/> restrooms <input type="checkbox"/> classrooms <input type="checkbox"/> administrative offices <input type="checkbox"/> cafeteria <input type="checkbox"/> auditorium <input type="checkbox"/> janitorial staff areas <input type="checkbox"/> other _____ <p><input type="checkbox"/> Continue to provide or update messages (e.g., videos) about behaviors that prevent spread of COVID-19 when communicating with staff and families on:</p> <ul style="list-style-type: none"> <input type="checkbox"/> websites <input type="checkbox"/> email <input type="checkbox"/> social media accounts <input type="checkbox"/> other _____ 	<p>Point Person(s): _____</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> 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).</p> <p><input type="checkbox"/> 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.</p> <p><input type="checkbox"/> Continue to follow considerations for students and staff participating in sporting activities.</p> <p><input type="checkbox"/> Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.</p> <p><input type="checkbox"/> Other: _____</p>
<p style="text-align: center;">Action Planning—Notes and Next Steps</p> <p>Point Person(s): _____</p> <p>Use this space to note any required resources and next steps, or potential barriers and opportunities:</p> <div style="background-color: #e6f2ff; height: 100px; width: 100%;"></div>	

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): _____	Point Person(s): _____	Point Person(s): _____
<input 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 type="checkbox"/> Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19 .	<input 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 type="checkbox"/> Develop systems to: <ul style="list-style-type: none"> <input 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 type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19. <input 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 type="checkbox"/> If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.	<input type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure.
	<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"/> 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 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 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"/> 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: _____	<input type="checkbox"/> Other: _____
<input 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.	Notes and Next Steps: <div style="background-color: #e6f2ff; height: 150px; margin-top: 10px;"></div>	
<input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.		
<input type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.		
<input type="checkbox"/> Other: _____		

Considerations for Schools: **Special Considerations and Resources**

Use the following resources to address any additional considerations specific to your school community.

Special Considerations

Point Person(s): _____

Use this space to note any modifications necessary for specific groups within the school community, as well as any other considerations specific to the context of the school community.

