

Readiness and Planning Tool for Waiver/Hybrid Return to School

Based on CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

Included in this Planning Guide are the following considerations:

- General Readiness Awareness
- Preparing for if Someone Gets Sick
- Daily/Weekly Readiness Assessment

Guiding Principles to Keep in Mind

- **Lowest Risk:** Students and Teachers engage in virtual-only classes, activities and events.
- **More Risk:** Small, in-person classes, activities, and events. Groups of students stay together and with the same teacher throughout/across school days and groups do not mix. Students remain at least 6 feet apart and do not share objects.
- **Highest Risk:** Full sized, in-person classes, activities, and events. Students are not spaced apart, share classroom materials or supplies, and mix between classes and activities.

Paso Robles Joint Unified School District believes that in-person school is essential to the success, growth, and development of our students. We will follow the appropriate guidelines and health protocols set forth by the California Public Health Department and the California Department of Education to ensure that we open safely.



**A ROADMAP for
BACK-TO-SCHOOL**

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Considerations for Schools: General Readiness Assessment

Policies and Procedures - Point Person(s):

Curt Dubost, Superintendent and Jen Gaviola, Deputy Superintendent

1. Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel.
 - Evidence: SLO Public Health
<https://www.emergencyslo.org/en/covid19.aspx> and [PRJUSD Reopening Guide](#)
2. Consult local health officials about the school's approach to planning for COVID-19.
 - PRJUSD is committed to open lines of communication and consultation with our SLO County Public Health Department. This communication is done bi-monthly through our County Public Health meetings and communication via phone and email.
 - Evidence: Please see link to communication with our health department. [Link to Communication document](#)
3. Designate a staff person responsible for responding to COVID-19 concerns. Make sure other staff, parents, and students know how to contact this person.
 - All Staff concerns related to COVID-19 should be reported to Jen Gaviola, Deputy Superintendent jjgaviola@pasoschools.org
 - All Parent concerns/student concerns will be addressed first by site principal and if not resolved, Nate Maas, Director of Student Services: nmaas@pasoschools.org
4. 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.
 - Evidence: [Link to HR protocols and FFCRA information](#)
5. Offer options (e.g., telework or virtual learning opportunities) for staff and students at higher risk for severe illness.
 - Evidence: Please see Distance Learning MOU for [PREP](#) and [CSEA](#).
6. Offer flexible sick leave policies and practices.
 - Evidence: [PRPE](#) and [CSEA](#) Distance Learning and [FFCRA](#) language

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7. Offer options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts).
8. Develop a plan to monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.
 - ❑ Evidence [Classified staff retraining guide](#)
 - ❑ Evidence Student absenteeism tracking: [Attendance Intervention Chart](#)
9. Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.
 - ❑ Evidence: Weekly absenteeism tracking and follow up by Human Resources related to illness tracking above 3 days
10. 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.
 - ❑ Evidence Staff: [Email information staff communication on Health Assessment](#) and attach link to [self check graphic](#) and [weekly health affirmation](#)
 - ❑ Evidence Student: Temperature/Mask Screening for large populations of students: PRJUSD has purchased 25 portable contactless thermal scanners from Janam Technologies. Using advanced infrared thermal imaging, GT2 quickly and accurately reads the body temperature of each individual entering a facility. It can prevent anyone with a fever (or without a face mask) from gaining access. The GT2 will be mounted on a pedestal at each school site entry point. Security staff will assist with supervising the screening and pull students aside who are above the set temperature of 100.4 degrees. Janam Technologies anticipates that screening will take 10 seconds per student. Here is a video that shows the basic operations of the GT2 thermo scanner. [Thermo scanner Demo Video](#)
 - ❑ Temperature Screening for small cohorts that travel by bus or are met by staff on the curb. Bus drivers or classroom staff members will meet the student upon arrival for a health screening including a temperature check and parent health questions (attached). The student will only be allowed to enter if they are fever free and have no risk factors associated with COVID-19. Parents will be notified before class begins of expectations for students before and while

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- on campus. [SPED Instruction Protocol for Staff](#) and [Parent Guidelines for in-person instruction](#)
- 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).
 - Evidence: [Cohort Hybrid Plan](#)
 - Evidence: General Education cohort plan 10.15.2020
11. 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.
 - Evidence: Please see [SPED training video](#) also see above Special Education cohort plans and staff and student/parent flowcharts.
12. 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.
- Evidence: During the hybrid model all school sites will be serving “grab and go style” lunches at the elementary school level. At middle and high school: TBA 10.15.2020
13. Develop protocols to limit contact among small groups and with other students’ guardians (e.g., staggered arrival and drop-off times or locations).
- Evidence: Schedules for Elementary, Middle and High School
 - Evidence: In addition to the above schedules, which limit the capacity to half the students on campus at time, each school site will submit an entry and exit plan with locations and times by 10/27/2020
14. Develop a plan for if someone gets sick or shows symptoms of COVID-19.
- Evidence: [PRJUSD Reopening Guide](#) (page 54, CDC guidelines and procedures and page 66 flowchart)

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Facilities and Supplies - Point Person(s): Brad Pawlowski, *Assistant Superintendent* and Nelson Payton, *Director of MOT*

1. Obtain supplies including:
 - Soap
 - Hand sanitizer (at least 60% alcohol)
 - Paper towels
 - Tissues
 - Clearing and disinfection supplies
 - Cloth face coverings (as feasible)
 - Disposable food service items
- Evidence: Supply Inventory list
[COVID 19 PPE 2020/2021 PRJUSD WAREHOUSE INVENTORY](#)
2. 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
 - frequently touched surfaces (e.g., desks, door handles, railings)
 - communal spaces (e.g., restrooms)
 - shared objects (e.g., gym equipment, art supplies, games) other
- Evidence: Cleaning Schedules at each site, provided as necessary and Reopening Guide Cleaning Procedures (page 25)
3. Bus Training video <https://www.youtube.com/watch?v=F0dBY6KG40s>
4. Assess the ability of staff, students, and families to obtain cloth face coverings for everyday use.
 - Evidence: [Link to ordering PPE for staff](#). And District communication and MOU's with both labor partners.
5. Close communal spaces or develop a plan for staggered use and cleaning and disinfecting.
 - Evidence: No communal eating spaces will be available
6. Develop a protocol to ensure safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
 - Evidence: Required training by all employees
 - All classrooms have been provided an application bottle of a one-step disinfectant and a microfiber towel. This product will be used on touch surfaces such as desks, tables, doorknobs, light switches, countertops, handles, phones, keyboards and mouse, toilets, faucets and sinks and bus seats and handrails. Additionally,

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classrooms and buses are cleaned on a daily basis with a mist/fogger machine that allows for large area disinfecting without the need for direct surface contact.

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

- ❑ Evidence: Ventilation - HVAC systems will operate with increased circulation of outdoor air. This is done through a combination of measures that include opening windows, doors, and the use of mechanical systems attached to HVAC equipment that introduces an appropriate amount of outside air. District wide, all HVAC systems will have MERV 13 air filters installed. If MERV 13 filters are not available (due to supply chain constraints) MERV 8 filters will be installed and replaced on a more frequent basis.

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

- ❑ Evidence: PRJUSD plumber has completed flush of system 9.1.2020, bottle fillers at each site, no longer use of drinking fountains

9. 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).

- ❑ Evidence: All clerical staff installed by 8.20.2020, by request of staff additional barriers will be installed.

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

- ❑ Evidence and Timeline: As evidenced by weekly audits of facilities.
- ❑ Entry points will be established by 10.15.2020

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

- ❑ Evidence and Timeline: Protocol for this process is as follows:
Each identified classroom will be inspected by site administrator prior to occupancy to ensure all desks are facing the same direction and 6 feet apart.

12. 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.

- ❑ Evidence and Protocols: [Reopen Guide](#) (page 27) Students have resources at home and school, they do not bring back and forth.

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

- ❑ Evidence: [August 11, 2020 Board of Trustees Meeting Item J.8 Use of Facilities Resolution](#)

Education and Training - *Jen Gaviola, Deputy Superintendent, Erin Haley, Director of Curriculum and Instruction, Babette Decou, Educational Consultant*

1. 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.
 - ❑ Evidence: Staff Training Videos:
 - ❑ <https://www.youtube.com/watch?v=dxXspUN5zP4>
 - ❑ <https://www.youtube.com/watch?v=Ylcbt1w3Mho&t=3s>
 - ❑ [Required Annual Trainings:](#)
2. 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.
 - ❑ [Family First Coronavirus Response Act: Employee Paid Leave Rights](#)
 - ❑ Evidence [PRJUSD Reopen Guide](#) (page 19)
3. Teach the importance of handwashing with soap and water for at least 20 seconds.
 - ❑ Evidence: [PRJUSD Reopen Guide](#) (page 20-21) and staff training video provided by CDC: <https://www.cdc.gov/handwashing/videos.html>
4. Teach the importance of social distancing and staying with small groups, if applicable.
 - ❑ Evidence: [PRJUSD Reopen Guide](#) (page and District training
5. Identify who should wear cloth face coverings, and communicate the importance of wearing them. Cloth face coverings should not be placed on:
 - ❑ Children younger than 2 years old Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help. Provide information on proper use, removal, and washing of cloth face coverings. Train staff on all safety protocols.
 - ❑ Evidence: [PRJUSD Reopen Guide](#)
 - ❑ <https://www.youtube.com/watch?v=dxXspUN5zP4>
 - ❑ <https://www.youtube.com/watch?v=Ylcbt1w3Mho&t=3s>

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6. Conduct training virtually or maintain social distancing during training.
 - Evidence: [PRJUSD Reopen Guide](#) (page 7, 9, and 22) also entire district [reminder and training regarding masks August 5, 2020](#):
<https://www.youtube.com/watch?v=vMCS6gT8SzQ>

Communication and Messaging - Point Person(s): *Jen Gaviola, Deputy Superintendent, Ashley Aiello, Health Coordinator*

1. 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
 - cafeteria
 - auditorium
 - janitorial
 - staff areas
 - Evidence: Bi-monthly checks by health staff and audits for all signage.
2. 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
 - Evidence: [PRJUSD Reopen Guide](#)
 - <https://www.youtube.com/watch?v=dxXspUN5zP4>
 - <https://www.youtube.com/watch?v=Ylcbt1w3Mho&t=3s>
 - Community plan of communication and training: 10.15.2020
3. Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.
 - Evidence: District provided messaging to all sites, weekly-beginning first day of Covid-19 developed by Health Coordinator
 - Week 1: How is COVID19 Spread
 - Week 2: Wearing Masks (why? who? Special circumstances)

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- Week 3: Proper hand washing/hygiene
- Week 4: Social Distancing
- Week 5: Stay home when sick

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

- Evidence: Public Announcement: 10.5.2020: Link Here:TBA
- jjgaviola@pasoschools.org

Gatherings, Visitors, and Events - Point Person(s): *Brad Pawlowski, Assistant Superintendent, Jen Gaviola, Deputy Superintendent*

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

Evidence:

<https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html>

Athletic Guide:

https://drive.google.com/file/d/1W1eod3O0oVycuVr-_jC7MSV-9RfQ8y6t/view?usp=sharing

2. 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.

Evidence: Board Meetings, teacher meetings, staff training and negotiations all done virtually, as evidenced by calendar.

3. 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.)

Evidence: [Reopening Guide](#) (page 27) and [PRPE](#) and [CSEA](#)

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.

Evidence: Back to School Night Virtual at all campuses, ELAC and SSC Parent meetings virtual.

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5. If offering sporting activities, develop a plan to follow considerations that minimize transmission of COVID-19 to players, families, coaches, and communities.
6. Evidence: Athletic Guide:
https://drive.google.com/file/d/1W1eod3O0oVycuVr-_jC7MSV-9RfQ8y6t/view?usp=sharing

Considerations for Schools: Preparing for if Someone Gets Sick

Before Someone Gets Sick - Point Person(s): *Ashley Aiello, Health Coordinator and Nate Maas, Director of Student Services*

1. 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.
 - Evidenced: Parent Communication September 18, 2020
 - Evidenced: Community Outreach: Starting September 25- Ongoing
2. 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.
 - Evidence: 10 days have passed from first symptoms occurring, 3 days have passed from COVID19 symptoms have resolved, and clearance from Public Health.
3. Identify an isolation room or area to separate anyone who has COVID-19 symptoms or who has tested positive but does not have symptoms.
 - Evidence: Every school site room: Noted in District Document
4. Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.
 - Protocol: Parent/guardian transport

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5. Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.
 - School Counselors will be made available to students and families
 - [EAP resources for staff:](https://sisc.kern.org/hw/member-resources/eap-information/)
<https://sisc.kern.org/hw/member-resources/eap-information/>

When Someone Gets Sick - Point Person(s): *Site and District Nursing staff:
Ashley Aiello, District Health Coordinator*

1. Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19.
 - Note: Each site has an isolation room noted.
2. If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.
3. If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.
4. 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).
5. Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation. (10 days after first symptoms, 3 days symptom free, and public health clearance)

After Someone Gets Sick - Point Person(s): *Human Resources: Jen Gaviola,
Deputy Superintendent*

1. 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).
2. Notify individuals of closures and restrictions put in place due to COVID-19 exposure.
 - In coordination with Public Health
3. 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.
 - [See Reopen Guide](#), page 67

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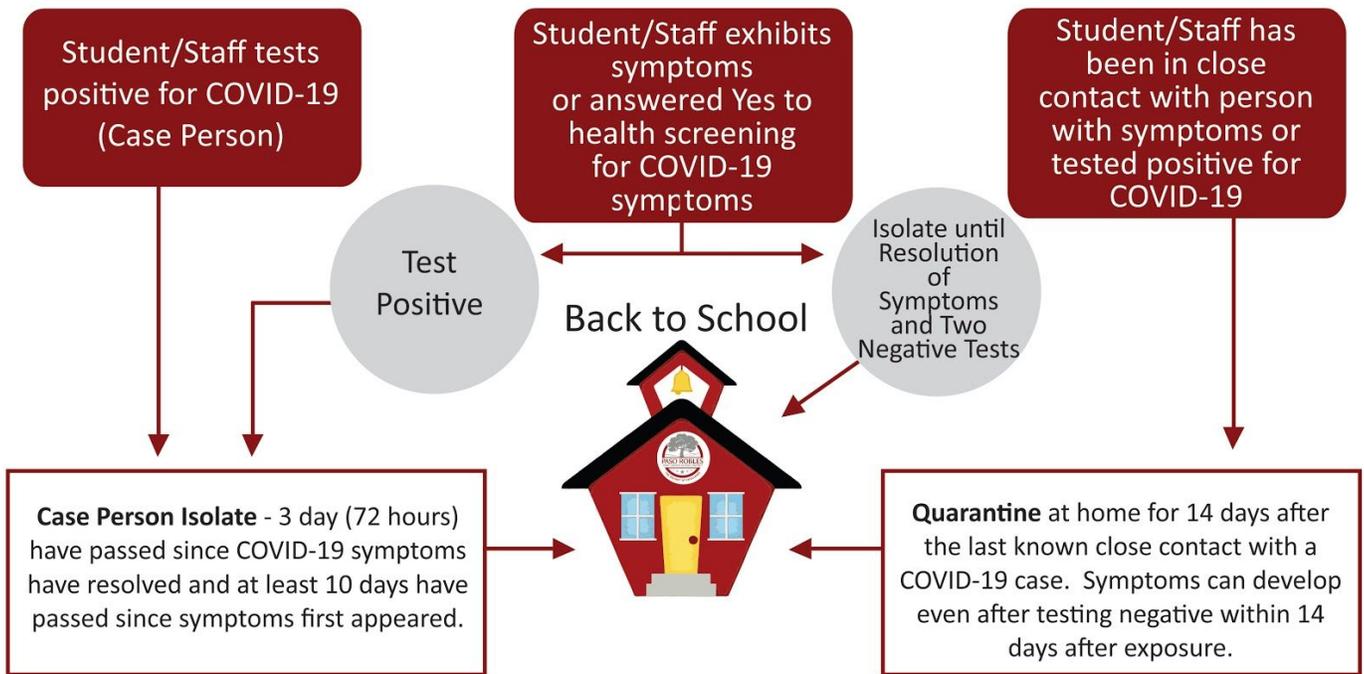
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4. Wait at least 24 hours before cleaning and disinfecting. If 24 hours is not feasible, wait as long as possible. Ensure safe and correct use and storage of cleaning and disinfection products, including storing them securely away from children.

Considerations for Schools: Preparing for if Someone Gets Sick

Resources: <https://files.covid19.ca.gov/pdf/guidance-schools.pdf>

Chart A - Actions by Students/Staff Who are COVID-19 Positive, with Symptoms or Close Contact



Definitions:

Close contact - A close contact is someone who spent 15 minutes or more within 6 feet of an individual with COVID-19 infection during their infectious period, which includes, at a minimum, the 48 hours before the individual developed symptoms.

COVID-19 Symptoms - include fever, chills, shaking chills, cough, difficulty breathing, sore throat, body or muscle aches, loss of taste or smell, loss of appetite, nausea or diarrhea.

Quarantine - separates and restricts the movement of people who were exposed to a contagious disease to see if they become sick.

Isolation - separates sick people with a contagious disease from people who are not sick.

Timeline for Elementary Waiver and Hybrid Reopening

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| Timeline | Actions | Supporting Documents Reopening Guide |
|---|--|---|
| 9.21.2020 | Order COVID testing materials | Brad Pawlowski |
| 9.22.2020 | Board Meeting Approval of Waiver | Application for Waiver |
| 9.23.2020 | Submission of Elementary Waiver to Public Health | |
| 9/21-25/2020 | Red Tier Announcement, 14 days begins | Add document from public health |
| 9/18-10/15/20 | Teacher Meetings: TK/K: 9.18, 1st/2nd: 9.21 Elementary Zoom: 3rd-5th: 9.29, 2:30 pm Middle School Zoom: 10.1, 2:30 pm High School Zoom: 10.5.2020, 2:30 pm | |
| 9.23.2020 | Negotiations: PRPE (hybrid and waiver discussions) | |
| 9.25.2020 | Random COVID Testing Information to Staff https://docs.google.com/document/d/1P6LplQ6cmZLetG3ziAsr7O5MIJTfGwbeXAGs-c2AKds/edit | Jen Gaviola, CDPH Guidelines |
| Week of 9.28.2020 | Begin COVID Pilot testing | Ashley Aiello/Jen Gaviola |
| 10.6.2020-Special 10.13.2020 Regular | Board Meeting: Hybrid Plan | |
| 10.7.2020 | Starts 20 day negotiated transition to Hybrid: Parent Registration begins for grades TK-2 | |
| 10.10.2020 | End of Estimated 14 days on Red Tier | |
| 10.12.2020 | Submission of Hybrid Plan to Public Health: Parent Registration begins for grades 3-12, DEADLINE: 10.19.2020 | Jen add link here |
| 10.19.2020 | DEADLINE: Parent Registration Grades 3-12 | |
| 10.27.2020 | Board Meeting: Review of Hybrid Planning Progress | |

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| | | |
|----------------------|---|--|
| 10.27.2020 | CBA 20 Day Window Complete | |
| 11.2.2020 | TK/K Returns Elementary Waiver and Hybrid Plan | |
| 11.9.2020 | Middle School and LHS/IHS Returns ONLY if Hybrid plan approved | |
| 11.16.2020 | 1st and 2nd Returns Elementary Waiver and Hybrid Plan | |
| 11.23.-27, 2020 | THANKSGIVING BREAK | |
| 11.30.2020 | 3rd-5th grade returns if Hybrid plan (Elementary waiver: 3rd-5th grades return December 7, 2020) PRHS returns ONLY if Hybrid plan | |
| 12.15.2020 | Board Meeting | |
| 12.21.2020- 1.4.2021 | WINTER BREAK | |

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Daily/Weekly Readiness Checklist to be Reviewed by Superintendent's Cabinet

Policies and Procedures

1. Maintain regular contact with local health authorities and review relevant local/state regulatory agency policies and orders for updates.
2. Ensure a staff person is assigned to respond to COVID-19 concerns.
3. Monitor absenteeism of students and staff. Ensure roster of trained back-up staff is updated.
4. 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.
5. Ensure options for flexible worksites (e.g., telework) and flexible work hours (e.g., staggered shifts) are available and used when needed.
6. Ensure students are kept together in small groups with dedicated staff and remain with the same group throughout the day, every day, if possible.
7. Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities.
 - Ensure education remains accessible for 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.
8. Adhere to and review protocols to limit contact between small groups and with other students' guardians.
9. Ensure small groups maintain a physical distance of at least 6 feet to avoid mixing between groups, if possible.
10. Ensure students eat in separate areas or with their small group.
11. Ensure each student's belongings are separated from others' and in individually labeled containers, cubbies, or designated areas.
12. Ensure limited sharing of electronic devices, toys, books, and other games or learning aids, and clean and disinfect between users.

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Facilities and Supplies

1. 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: _____
2. Monitor adherence to the schedule for increased, routine cleaning and disinfection of:
 - buses or other transport vehicles
 - frequently touched surfaces (e.g., desks, door handles, railings)
 - communal spaces (e.g., restrooms)
 - shared objects (e.g., gym equipment, art supplies, games)
 - other: _____
3. Monitor availability and use of gloves when food is prepared and served, and when handling and disposing of trash.
4. Monitor safe and correct use and storage of cleaners and disinfectants, including storing products securely away from students.
5. Ensure that there is adequate ventilation when cleaners and disinfectants are used to prevent students or staff from inhaling toxic fumes.
6. Ensure ventilation systems operate properly.
7. 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.
8. For communal spaces, ensure staggered use, and cleaning and disinfecting frequently touched surfaces and shared objects between users.
9. 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).
10. 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.
11. Other:

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Education and Training

1. 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.
2. 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.
3. Reinforce and monitor handwashing with soap and water for at least 20 seconds.
4. Reinforce the importance of social distancing and staying with small groups, if applicable.
5. Encourage covering coughs and sneezes with a tissue, and then washing hands with soap and water for at least 20 seconds.
6. Reinforce the use of cloth face coverings. Cloth face coverings should **not** be placed on:
 - Children younger than 2 years old
 - Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help.
7. Provide information on proper use, removal, and washing of cloth face coverings.
8. Train staff on all safety protocols.
 - Conduct training virtually or maintain social distancing during training.
9. Other:

Communication and Messaging

1. 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
 - cafeteria
 - auditorium
 - janitorial staff areas
 - other _____

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2. 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 _____
 - 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 _____
3. Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.
4. Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.
5. 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.
6. 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:
7. Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.
8. Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.
9. 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.
10. Promote healthy eating, exercising, getting sleep, and finding time to unwind.
11. Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.
12. Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.
13. Other: _____

Readiness and Planning Tool for Waiver/Hybrid Return to School

Based on CDC Readiness and Planning Tool to Prevent the Spread of COVID-19 in K-12 Schools

Gatherings, Visitors, and Events

1. 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.
2. 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).
3. 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.
4. Continue to follow considerations for students and staff participating in sporting activities.
5. Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.
6. Other: _____