

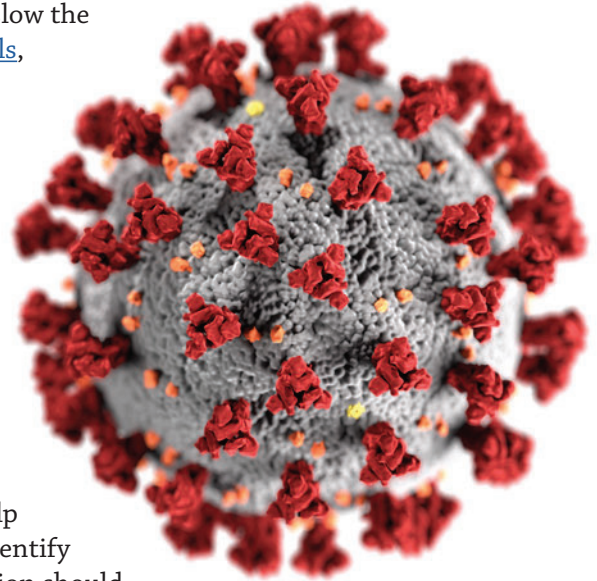
Considerations for K-12 Schools: Readiness and Planning Tool

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

CDC offers the following readiness and planning tool to share ways school administrators can help protect students, staff, and communities, and slow the spread of COVID-19. This tool aligns with the [Considerations for Schools](#), and includes the following:

- General Readiness Assessment
- Daily/Weekly Readiness Assessment
- Preparing for if Someone Gets Sick
- Special Considerations and Resources

School administrators may review and complete the general readiness assessment while working with state, local, tribal, territorial, or federal officials when making initial preparations to promote healthy behaviors, environments, and operations that reduce the spread of COVID-19. The daily/weekly readiness assessment can be used to monitor recommended practices. Planning tools are also included to help school administrators prepare to respond if someone gets sick and to identify special considerations specific to their school community. Implementation should be guided by what is feasible, practical, acceptable, and tailored to the needs and context of each community.



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.



cdc.gov/coronavirus

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): _____ <input type="checkbox"/> Review relevant local/state regulatory agency policies and orders, such as those related to events, gatherings, and travel. <input type="checkbox"/> Consult local health officials about the school's approach to planning for COVID-19. <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"/> 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 <u>underlying medical conditions</u> and at <u>higher risk</u> for severe illness. <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"/> Offer flexible sick leave policies and practices. <input type="checkbox"/> Offer options for flexible work hours (e.g., telework) and flexible work hours (e.g., staggered shifts). <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"/> Monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff. <input type="checkbox"/> Develop a plan to conduct daily health checks (e.g., temperature screening and/or <u>symptom checking</u>) of staff and students, as possible, and in accordance with any applicable privacy laws and regulations.	Point Person(s): _____ <input type="checkbox"/> Obtain supplies including: <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues <input type="checkbox"/> <u>cleaning and disinfection supplies</u> <input type="checkbox"/> <u>cloth face coverings</u> (as feasible) <input type="checkbox"/> no-touch/foot pedal trash cans <input type="checkbox"/> no-touch soap/hand sanitizer dispensers <input type="checkbox"/> disposable food service items <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.	Point Person(s): _____ <input type="checkbox"/> Educate staff, students, and their families about when they should <u>stay home</u> if they have COVID-19 <u>symptoms</u> , have been diagnosed with COVID-19, are waiting for test results, or have been <u>exposed</u> to someone with symptoms or a confirmed or suspected case, and when they can <u>return</u> to school. <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"/> Teach the importance of <u>handwashing</u> with soap and water for at least 20 seconds. <input type="checkbox"/> Teach the importance of <u>social distancing</u> and staying with small groups, if applicable. <input type="checkbox"/> Identify who should wear <u>cloth face coverings</u> , and communicate the importance of wearing them. Cloth face coverings should not be placed on: <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing, or is unconscious, incapacitated, or otherwise unable to remove the cover without help <input type="checkbox"/> Provide information on <u>proper use, removal, and washing of cloth face coverings</u> . <input type="checkbox"/> Train staff on all safety protocols. <input type="checkbox"/> Conduct training virtually or maintain <u>social distancing</u> during training. <input type="checkbox"/> Other: _____

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
<p>Point Person(s): _____</p> <p><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:</p> <p><input type="checkbox"/> entrances</p> <p><input type="checkbox"/> dining areas</p> <p><input type="checkbox"/> restrooms</p> <p><input type="checkbox"/> classrooms</p> <p><input type="checkbox"/> administrative offices</p> <p><input type="checkbox"/> cafeteria</p> <p><input type="checkbox"/> auditorium</p> <p><input type="checkbox"/> janitorial staff areas</p> <p><input type="checkbox"/> other _____</p> <p><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:</p> <p><input type="checkbox"/> websites</p> <p><input type="checkbox"/> email</p> <p><input type="checkbox"/> social media accounts</p> <p><input type="checkbox"/> other _____</p> <p><input type="checkbox"/> Develop plans to broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.</p> <p><input type="checkbox"/> Consider posting signs for the national distress hotline: 1-800-985-5990, or text TalkWithUs to 66746.</p> <p><input type="checkbox"/> Notify all staff and families of who to contact for questions and concerns related to COVID-19.</p> <p><input type="checkbox"/> Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Point Person(s): _____</p> <p><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.</p> <p><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.</p> <p><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.)</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Identify and prioritize outdoor activities where social distancing can be maintained as much as possible.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Point Person(s): _____</p> <p>Use this space to note any required resources and next steps, or potential barriers and opportunities:</p>

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): _____ <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"/> Ensure a staff person is assigned to respond to COVID-19 concerns. <input type="checkbox"/> Monitor absenteeism of students and staff. <input type="checkbox"/> Ensure roster of trained back-up staff is updated. <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"/> 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"/> 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"/> Monitor and ensure appropriate accommodations, modifications, and assistance for students with special healthcare needs or disabilities. <input type="checkbox"/> Ensure education remains accessible for 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 type="checkbox"/> Adhere to and review protocols to limit contact between small groups and with other students' guardians.	Point Person(s): _____ <input type="checkbox"/> Monitor and restock supplies including: <input type="checkbox"/> soap <input type="checkbox"/> hand sanitizer (at least 60% alcohol) <input type="checkbox"/> paper towels <input type="checkbox"/> tissues <input type="checkbox"/> cleaning and disinfection supplies <input type="checkbox"/> cloth face coverings (as feasible) <input type="checkbox"/> no-touch (preferably covered) trash cans <input 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: <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.	Point Person(s): _____ <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"/> 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"/> Reinforce and monitor handwashing with soap and water for at least 20 seconds. <input type="checkbox"/> Reinforce the importance of social distancing and staying with small groups, if applicable. <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"/> Reinforce the use of cloth face coverings . Cloth face coverings should not be placed on: <input type="checkbox"/> Children younger than 2 years old <input type="checkbox"/> Anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the cover without help. <input type="checkbox"/> Provide information on proper use, removal, and washing of cloth face coverings . <input type="checkbox"/> Train staff on all safety protocols. <input type="checkbox"/> Conduct training virtually or maintain social distancing during training. <input type="checkbox"/> Other: _____

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 <u>safe and correct use</u> and storage of <u>cleaners and disinfectants</u> , 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
Point Person(s): _____		Point Person(s): _____
<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:	<input type="checkbox"/> Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements.	<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.
<input type="checkbox"/> entrances	<input type="checkbox"/> Ensure all staff and families know which staff person is responsible for responding to COVID-19 concerns and how to contact this person.	<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).
<input type="checkbox"/> dining areas	<input type="checkbox"/> 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.	<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.
<input type="checkbox"/> restrooms	<input type="checkbox"/> Promote healthy eating, exercising, getting sleep, and finding time to unwind.	<input type="checkbox"/> Continue to follow considerations for students and staff participating in sporting activities.
<input type="checkbox"/> classrooms	<input type="checkbox"/> Encourage staff members and students to talk with people they trust about their concerns and how they are feeling.	<input type="checkbox"/> Continue to offer pre-packaged boxed or bagged meals at events or gatherings and use disposable food service items.
<input type="checkbox"/> administrative offices	<input type="checkbox"/> Ensure communication is developmentally appropriate and accessible for all students, including those with disabilities.	<input type="checkbox"/> Other: _____
<input type="checkbox"/> cafeteria	<input type="checkbox"/> Other: _____	
<input type="checkbox"/> auditorium		
<input type="checkbox"/> janitorial staff areas		
<input type="checkbox"/> other _____		
<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:		
<input type="checkbox"/> websites		
<input type="checkbox"/> email		
<input type="checkbox"/> social media accounts		
<input type="checkbox"/> other _____		
Action Planning—Notes and Next Steps		Action Planning—Notes and Next Steps
Point Person(s): _____		Point Person(s): _____
Use this space to note any required resources and next steps, or potential barriers and opportunities:		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>Point Person(s): _____</p> <p><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.</p> <p><input type="checkbox"/> Develop systems to:</p> <p><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.</p> <p><input type="checkbox"/> Notify individuals of closures and restrictions put in place to slow the spread of COVID-19.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Establish procedures for safely transporting anyone who is sick to their home or to a healthcare facility, if necessary.</p> <p><input type="checkbox"/> Develop a plan to support staff, students, and families experiencing trauma or challenges related to COVID-19.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Point Person(s): _____</p> <p><input type="checkbox"/> Immediately separate individuals with COVID-19 symptoms or who test positive for COVID-19.</p> <p><input type="checkbox"/> If necessary, transport sick individual(s) home or to a healthcare facility, depending on how severe their symptoms are.</p> <p><input type="checkbox"/> If calling an ambulance or bringing someone to a healthcare facility, alert them ahead that the person may have COVID-19.</p> <p><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).</p> <p><input type="checkbox"/> Advise sick individuals that they should not return to school until they have met CDC's criteria to discontinue home isolation.</p> <p><input type="checkbox"/> Other: _____</p>	<p>Point Person(s): _____</p> <p><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).</p> <p><input type="checkbox"/> Notify individuals of closures and restrictions put in place due to COVID-19 exposure.</p> <p><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.</p> <p><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.</p> <p><input type="checkbox"/> Other: _____</p>

Notes and Next Steps:

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.

Other Resources

Point Person(s): _____

- [Latest COVID-19 Information](#)
- [Cleaning and Disinfection](#)
- [Guidance for Businesses and Employers](#)
- [Guidance for Schools and Childcare Centers](#)
- [Guidance for Park Administrators](#)
- [Shared and Congregate Housing](#)
- [COVID-19 Prevention](#)
- [Handwashing Information](#)
- [Face Coverings](#)
- [Social Distancing](#)
- [COVID-19 Frequently Asked Questions](#)
- [People at Higher Risk](#)
- [People with Disabilities](#)
- [Coping with Stress](#)
- [HIPAA and COVID-19](#)
- [CDC communication resources](#)
- [Community Mitigation](#)