

# K-12 Schools COVID-19 Mitigation Toolkit

This **K-12 Schools COVID-19 Mitigation Toolkit** is designed for public health officials, K-12 administrators, school district officials, and occupational safety and health (OSH) professionals to assess hazards and implement mitigation strategies to reduce the spread of Coronavirus Disease (COVID-19) in schools. To protect students, teachers and staff, and the broader community, schools should consider implementing several of the recommended strategies, which will encourage behaviors that reduce the spread of COVID-19.

This toolkit is based on [Operating Schools During COVID-19: CDC's Considerations](#) and [Strategies for Protecting K-12 School Staff from COVID-19](#).

This toolkit includes the following materials:

**Toolkit Instructions** introduce public health officials, K-12 administrators, school district officials, and OSH professionals to the content of the toolkit and explain how to use the materials



**At-A-Glance: Mitigation Strategies** provide a quick guide for key mitigation strategies based on the evaluation of hazards



**Checklists** help K-12 administrators and school staff to prepare for facility reopening for in-person or hybrid classes and continued operations



**Resources** provide access to additional information using hyperlinks, URLs, and quick response (QR) codes



**Appendix A – Special Considerations** provide information to help reduce the spread of COVID-19 for specific school jobs and positions (e.g., bus drivers, nurses), as well as considerations for students with disabilities or special healthcare needs



**Appendix B – Staff Protections** describe an approach used to help reduce risk for staff by removing, eliminating, or isolating a hazard; changing the way people work; or protecting staff by using equipment, such as masks and partitions



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)



# Toolkit Instructions

## K-12 Schools COVID-19 Mitigation Toolkit

The information in this toolkit is based on:

- **Operating Schools During COVID-19: CDC's Considerations**
- **Strategies for Protecting K-12 School Staff from COVID-19**



Access the Mitigation Toolkit

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/index.html>

Schools are an important part of a community; therefore, this toolkit was designed to assist schools as they reopen for in-person learning. Public health officials, K-12 administrators, school district officials, and occupational safety and health (OSH) professionals can use this toolkit in its entirety or select sections based on local health needs and priorities.

This toolkit provides an **at-a-glance resource** as well as **checklists** to prepare schools to open for in-person instruction and to manage ongoing operations during COVID-19. Schools will need to determine how often they revisit these materials as the situation and guidance for COVID-19 changes in their communities.

Important notes:

- Use of this toolkit is voluntary
- This toolkit is **not** intended to assess regulatory compliance
- This toolkit does **not** replace federal, state, tribal, local, or territorial health and safety or privacy and confidentiality laws, rules, and regulations with which schools must comply
- This toolkit is **not** intended to infringe on constitutional and legal protections for religious private schools
- This toolkit may be completed independently by school staff or in consultation with state, tribal, local, and territorial public health officials or OSH professionals
- This toolkit may be tailored based on the local guidance and the school's need for examining mitigation strategies
- This toolkit emphasizes the importance of reviewing external factors, such as community transmission, when making decisions about school operations

### Included in this toolkit:

**At-A-Glance:** Mitigation Strategies

**Checklist #1:** School Demographics, Staff Characteristics, and Community Information

**Checklist #2:** Plan and Prepare: Hazard Assessment

**Checklist #3:** Screening, Testing, and Preparing for When Someone is Sick

**Checklist #4:** Cleaning, Ventilation, and Physical Spaces

**Checklist #5:** Mitigation Strategies

**Checklist #6:** Mental Health and Well-Being Support

### Resources

**Appendix A:** Special Considerations

**Appendix B:** Staff Protections



U.S. Department of Health and Human Services  
Centers for Disease Control and Prevention

## At-A-Glance: Mitigation Strategies

Public health officials, K-12 administrators, school district officials, and occupational safety and health professionals can use this resource to help reduce the risk of spreading COVID-19 at schools. To use this tool, walk through the school building, in-person or virtually, to assess if the strategies are planned or implemented in each setting and modify plans appropriately and where feasible to ensure a safe opening. It is important to remember this is **not** an exhaustive list; it is a set of select COVID-19 mitigation strategies. It is also important to note that staff and students should stay home when sick and that engineering controls such as using physical barriers and increasing ventilation should be considered, where feasible. The implementation of COVID-19 mitigation strategies should be guided by what is feasible for the school and its staff. Detailed information about the mitigation strategies are presented throughout the checklists and appendices in this toolkit.

School Setting	Availability and adherence to mask use	Availability and adherence to social distancing	Clearly visible cues to maintain social distancing	Cleaning and disinfection practices	Availability of hand hygiene supplies and opportunities for use	Ventilation Modification	Signage/messaging about COVID-19 visible	Notes/comments/adaptations
Bus	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Entrances/exits (both staff and student)	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Student pick-up and drop-off	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Front office/reception	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Stairways/hallways	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Elevators	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Lockers	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	

School Setting	Availability and adherence to mask use	Availability and adherence to social distancing	Clearly visible cues to maintain social distancing	Cleaning and disinfection practices	Availability of hand hygiene supplies and opportunities for use	Ventilation Modification	Signage/messaging about COVID-19 visible	Notes/comments/adaptations
Classrooms	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Staff break areas/ mail room	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Staff restrooms	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Student restrooms	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Cafeteria	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Kitchen area	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Clinic/nurse's office	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	<a href="#">Personal protective equipment (PPE)</a> supplies available? (Of note: <a href="#">PPE may be purchased with CARES Act Funds.</a> )
Isolation areas	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	PPE supplies available?

School Setting	Availability and adherence to mask use	Availability and adherence to social distancing	Clearly visible cues to maintain social distancing	Cleaning and disinfection practices	Availability of hand hygiene supplies and opportunities for use	Ventilation Modification	Signage/messaging about COVID-19 visible	Notes/comments/adaptations
Gymnasium	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Locker rooms	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Auditorium	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Library/media room	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Music/performing arts classrooms	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Outdoor areas/playgrounds	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Athletic fields	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	
Other (e.g., counselor's office, special education therapy rooms, indoor pool)	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	Fully Partially Not at all	

# Checklist #1: School Demographics, Staff Characteristics, and Community Information

This checklist captures important information about the school, staff, and community to inform the implementation of COVID-19 mitigation strategies. If working with local, state, or territorial public health officials, completing this checklist first is recommended.

## Assessment Information

Date of assessment: \_\_\_\_\_ Assessment conducted by: \_\_\_\_\_

Type of assessment:      Virtual      On-site      Other (specify): \_\_\_\_\_

## School Information

School name: \_\_\_\_\_

School district and county served: \_\_\_\_\_

School address: \_\_\_\_\_

Type of school:      Public      Private      Public Charter      Other (specify): \_\_\_\_\_

Grade levels taught at school (select all that apply) :

Pre-K    K    1    2    3    4    5    6    7    8    9    10    11    12  
 Career and technical (CTE)

Current class structure (determined by school/district) :      virtual-only      hybrid      in-person only

School schedule (if hybrid, describe hours/days in-person, cohorting, efforts to limit contact, etc.):

Total number of...	Number
Total number of enrolled students	
Total number of students enrolled for in-person only learning	
Total number of students enrolled for hybrid learning	
Total number of students enrolled in virtual only learning	
Average class size (i.e., number of students per in-person room)	
Total number of buildings	
Total number of classrooms	
Estimated date when in-person class will start or when in-person classes started	

## School Staff Information

Total number of...	Number
Full-time staff	
Part-time staff	
Contractors	
Teachers or classroom instructors	
Office and administrative staff	
Facilities and janitorial/custodial/maintenance staff	
Nurses, health aides/assistants, or designated staff	
Counselors	
Other/support staff (e.g., librarians, coaches, paraprofessionals, nutritionists, security officers, bus drivers, or other direct service providers)	

Do staff travel between campuses or buildings? (If yes, describe when/how often)      Yes      No

List staff positions and names of those who travel:

Union representation (if applicable) :      Yes      No

Name of union(s) : \_\_\_\_\_

## Points of Contact (POC) – designate with an asterisk (\*) those serving on your health and safety working group

POC	Information
School POC	Name:
	Email:
	Phone:
COVID-19 Coordinator/Lead	Name:
	Email:
	Phone:
COVID-19 Co-Coordinator/Co-Lead	Name:
	Email:
	Phone:
School Nurse/Designated Staff	Name:
	Email:
	Phone:
Ventilation/Building Systems Maintenance	Name:
	Email:
	Phone:
Union Representative or other employee representative #1 (if applicable)	Name:
	Email:
	Phone:

POC	Information
Union Representative or other employee representative #2 (if applicable)	Name:
	Email:
	Phone:
Federal or state Occupational Safety and Health Administration (OSHA) representative	Name:
	Email:
	Phone:
State Public Health Authority	Name:
	Email:
	Phone:
Local Public Health Authority	Name:
	Email:
	Phone:
Parent-Teacher Organization/Association representative (PTO or PTA)	Name:
	Email:
	Phone:
Other Point of Contact, specify: _____	Name:
	Email:
	Phone:

### Community Information:

For communication, what are the primary language(s) spoken by staff, students, and parents, caregivers, and guardians?

Staff: \_\_\_\_\_

Students: \_\_\_\_\_

Parents, Caregivers, Guardians: \_\_\_\_\_

What is the [current level of transmission](#) of COVID-19 in the [counties](#) that the school serves?

Number of new cases per 100,000 persons (within the last 14 days) per county: \_\_\_\_\_

Percentage of [RT-PCR tests](#) that are positive (during the last 14 days) per county: \_\_\_\_\_

Do staff, students, parents, caregivers and guardians with disabilities require any auxiliary aids and services to ensure that information from the appropriate authorities is effectively communicated?      Yes      No

How is information received for levels of COVID-19 transmission in the community (e.g., notice from local health department)?

\_\_\_\_\_

In the current school year, have confirmed COVID-19 cases been identified among students or staff?      Yes      No

If yes, please specify details (e.g., dates, times):

\_\_\_\_\_

Confirmed number of staff cases: \_\_\_\_\_

Confirmed number of student cases: \_\_\_\_\_



Do you plan to provide on-site testing at the school?      Yes      No

**Additional Information to Note:**

## Checklist #2: Plan and Prepare Hazard Assessment for COVID-19

The most important actions for school administrators to take before reopening in-person services and facilities are **planning and preparing**. To best prepare, schools should develop and adopt an [Emergency Operations Plan](#). As part of that plan, schools should outline a plan for conducting initial and periodic **hazard assessments**. A hazard assessment is a process for identifying hazards or risks that could lead to injury, infection, or illness. This checklist provides considerations for a COVID-19 hazard assessment, and can be used to assess and identify areas for improvement.

Item	Completed	In-Progress	Not Started	Not Feasible
Engage with staff across a variety of jobs in the school to provide input into specific hazards and potential exposures within job positions				
<p><a href="#">Hazard assessment</a> identifies specific COVID-19 risks and mitigation strategies</p> <p><i>Note: For additional information, refer to <a href="#">Interim Guidance for Businesses and Employers Responding to Coronavirus Disease 2019 (COVID-19) and People at Increased Risk</a>.</i></p>				
Emergency Operations Plan (EOP) includes when school will regularly assess new or recurring hazards				
EOP includes how to collect and share information on a regular basis from staff through a variety of channels (e.g., email, virtual meetings, designated representatives) about any concerns or challenges in implementing the plan, and for maintaining privacy and confidentiality in implementing the plan				
EOP is updated based on the most current hazard assessment				
The <a href="#">points of contact (POCs) responsible for responding to COVID-19 concerns are identified and communicated</a> to staff, students, parents, guardians, and caregivers				

## Checklist #3: Screening, Testing, and Preparing for When Someone Is Sick

Schools should consider and use multiple mitigation strategies to reduce the risk of spreading COVID-19. Screening and testing strategies can help with early identification. Knowing what to do when someone gets sick at school will lead to quicker action to reduce the spread of COVID-19. This checklist identifies common strategies for K-12 schools to consider.

Complete this checklist when preparing to reopen and regularly reassess practices after opening. For items marked “in-progress” or “not started,” identify steps to ensure their completion. For those marked “not feasible,” consider appropriate adaptations or alternatives.

### Screening and Testing

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Have staff been advised to conduct at-home screening and self-monitoring for <a href="#">symptoms</a> of COVID-19 before arriving at school each day?</p> <p><i>Note: For more information see <a href="#">Screening for K-12 Students</a> and <a href="#">General Business FAQ</a>.</i></p>				
<p>Have parents, guardians, and caregivers been advised to perform at-home screening and monitoring of students for symptoms of COVID-19 before school each day?</p> <p><i>Note: Even when schools have symptom screenings in place, some students with COVID-19 will not be identified. Schools that elect to encourage parents, guardians, or caregivers to conduct daily home screenings should ask parents to report on <a href="#">Symptoms</a> and <a href="#">Close Contact/Potential Exposure</a>.</i></p>				
<p>Is there a plan for working with <a href="#">state or local</a> public health authorities to test and conduct contact tracing should a case occur?</p> <p><i>Note: <a href="#">CDC does not recommend universal testing</a> of all staff and students. Schools should work with state or local authorities to determine testing needs. See <a href="#">Interim Considerations for K-12 Administrators for SARS-CoV-2 Testing</a>.</i></p>				

### Limiting Visitors

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Is there a plan to limit nonessential visitors, volunteers, and activities that involve external groups or organizations from entering the school building?</p>				

### Sick Leave Policies

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Are there policies that encourage staff with COVID-19 symptoms or who have household members with symptoms to stay home to <a href="#">quarantine</a> or <a href="#">isolate</a> without fear of punishment or loss of pay?</p>				
<p>Is there a plan for substitute and alternative staff to fill in for staff who must take leave as a result of COVID-19?</p>				
<p>Have leave policies related to COVID-19 been communicated to staff?</p>				
<p>Have policies for staying home when sick with COVID-19 been communicated to students and parents?</p>				

## Reporting, Testing, Contact Tracing, and Quarantine

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a system for encouraging staff and students with COVID-19 symptoms or who have household members who are sick to stay home?				
Is there a contact person (e.g., school nurse or other COVID-19 point of contact) for staff, students, and parents to report possible COVID-19 exposure outside of school?				
Is there a plan to educate and inform staff, students, and parents on who to report COVID-19 symptoms and potential exposure to a school point of contact?				
Is there a system for staff and students to report close contact with a person with COVID-19 to the school-designated person?				
Is there a plan to provide communication in accessible formats for what to do if staff or students get sick or have close contact with someone who is sick with COVID-19 (including getting tested, how to <a href="#">isolate</a> at home, and when to end <a href="#">quarantine</a> )?				
Is there a plan to support students and their families if they need assistance with finding temporary safe housing for isolation or quarantine (e.g., those living in shared housing or experiencing homelessness)?				
Is there a plan for communicating COVID-19 illnesses or exposure to health officials, parents, guardians, or caregivers?				
Is there a plan to maintain confidentiality as required by the <a href="#">Americans with Disabilities Act</a> , <a href="#">Family Educational Rights and Privacy Act (FERPA)</a> , and the <a href="#">Health Insurance Portability and Accountability Act (HIPAA)</a> and other relevant legal authorities?				
Is there a plan to notify and work with state and local health departments to identify close contacts of staff and students sick with COVID-19?				

## Managing Staff and Students Who Become Sick at School

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
If a student or staff member gets sick or has symptoms of COVID-19 at school, is there a plan on how to proceed? The plan should include procedures for:				
A separate isolation area, ideally with a dedicated restroom, that allows a person with symptoms of COVID-19 to only interact with other people with proper <a href="#">personal protective equipment</a> (PPE)				
Immediate separation of the person experiencing symptoms of COVID-19 from others to limit exposure				
Safe transportation of the symptomatic person home or to a healthcare facility (if severe symptoms)				
Connecting students or staff to resources if experiencing <a href="#">homelessness</a> and needing a safe place to isolate				
Proper procedures for <a href="#">cleaning and disinfecting</a> areas where the person who was sick was during the day				

## School Nurses and Designated Staff

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Is there protocol to protect nurses and designated staff while assisting people who experience symptoms of COVID-19 or similar respiratory illnesses?</p> <p><i>Note: Consult <a href="#">CDC's Cleaning, Disinfection, and Hand Hygiene in Schools</a> toolkit. For detailed checklist related to protection for School Nurses and Designated Staff see Appendix A.</i></p>				
Provide training for nurses and designated staff on how to protect themselves while interacting with people experiencing symptoms of COVID-19				
Ensure at least one designated, trained staff member, such as a nurse, is always available				
<p>Is personal protective equipment (PPE) provided to school nurses and designated staff?</p> <p><i>Note: This could include providing gloves, gown, face shield or goggles, and an N95 or <a href="#">equivalent respirator</a> to staff caring for and who need to be in the same room with a person who is sick.</i></p>				
If N95 respirators or <a href="#">equivalent</a> are needed, work with OSH professionals to ensure compliance with <a href="#">OSHA's Respiratory Protection Standard (29 CFR 1910.134)</a> and other legal requirements, as applicable.				
Onsite nurses and designated staff follow appropriate <a href="#">CDC</a> and <a href="#">OSHA</a> guidance for healthcare and emergency response personnel				

## Youth Sports and Sporting Events

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Is there a plan for <a href="#">youth sports</a> to occur safely during the school year?</p> <p><i>Note: For detailed checklist for coaches and athletic trainers see Appendix A.</i></p>				

## Performing Arts and Extracurricular Activities

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan for performing arts or extracurricular activities to operate safely during the school year?				

## Checklist #4: Cleaning, Ventilation, and Physical Spaces

To make sure that school facilities are safe and healthy for staff and students, this checklist covers supplies, cleaning and disinfection, ventilation, water, physical barriers, use of communal space, and transportation. School administrators, school district officials, public health officials, and occupational safety and health professionals can use this checklist to assess and identify areas for improvement.

Complete this checklist when preparing to reopen and regularly reassess practices after opening. For items marked “in-progress” or “not started,” identify steps to ensure their completion. For those marked “not feasible,” consider appropriate adaptations or alternatives.

### Supplies

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p><b>Are the following supplies available in adequate quantity*?</b></p> <ul style="list-style-type: none"> <li>• soap</li> <li>• hand sanitizer (at least 60% alcohol)</li> <li>• no-touch hand sanitizer dispensers</li> <li>• no-touch paper towel dispensers</li> <li>• tissues</li> <li>• cleaning and disinfection supplies</li> <li>• no-touch trash cans (or large open-top trash cans)</li> <li>• disposable food service items</li> <li>• other items as identified by administrators</li> </ul> <p><i>*Note: Work with local officials to determine what adequate quantity is for your community situation.</i></p>				
<p><b>Are supplies placed in an accessible way for all staff and students (including those with disabilities) to use?</b></p>				
<p><b>Is there a plan to monitor and restock supplies and personal protective equipment (PPE), as needed?</b></p> <ul style="list-style-type: none"> <li>• gloves</li> <li>• gowns</li> <li>• face shield or goggles</li> <li>• N95 or <a href="#">equivalent or higher-level respirator</a></li> <li>• Surgical face mask</li> </ul>				
<p><b>Is a point of contact identified for re-ordering supplies?</b></p>				
<p><b>Is there a procedure in place for tracking the quantity/supply of necessary PPE?</b></p>				
<p><b>Is there a plan for storing cleaning and disinfection supplies and PPE in the proper environmental conditions?</b></p>				

## Cleaning and Disinfecting

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Are disinfectants on the Environmental Protection Agency's (EPA) <a href="#">List N</a> of EPA-registered disinfectants for use against SARS-CoV-2 used?</p>				
<p>Have special considerations been made for people with asthma? They should not be present when cleaning and disinfecting is happening, as this can trigger an asthma attack. <a href="#">Learn more about reducing asthma triggers</a> and use disinfectant products from EPA List N with asthma-safe ingredients (e.g., citric acid or lactic acid)</p> <p><i>Note: Just because the product contains an asthma-safe ingredient, does not mean the product is free of other hazardous ingredients.</i></p>				

## Heating, Ventilation, and Air Conditioning (HVAC)

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Has the heating, ventilation, and air conditioning (HVAC) system(s) and/or unit ventilation equipment in all buildings (both permanent and temporary) been assessed and controls calibrated per manufacturer specification?</p> <p><i>Note: For detailed checklists for Janitors and Maintenance Staff and HVAC and School Facilities Staff see Appendix A.</i></p>				
<p>Has an HVAC maintenance technician or HVAC professional changed building air ventilation according to CDC and <a href="#">ASHRAE</a> guidance?</p>				
<p>Has local exhaust ventilation in restrooms and other high occupancy areas been assessed?</p>				
<p>Was ventilation through other means considered when HVAC adjustments were not possible?</p>				
<p>Portable high-efficiency particulate air (HEPA) fan/filtration systems to help enhance air cleaning can be considered in areas of higher risk such as the nurse's office and isolation rooms</p>				
<p><a href="#">Has ultraviolet germicidal radiation (UVGI)</a> been considered as a supplement to help kill SARS-CoV-2, especially when increasing room ventilation options are limited?</p>				
<p>Is there a plan to leave windows and doors open to increase air flow from outside?</p> <p><i>Note: Ensure opening windows and doors does not create safety or health hazards (e.g., exacerbating asthma symptoms or other symptoms of respiratory illness).</i></p>				
<p>Have bus operators been instructed to leave windows open, when doing so does not create a safety or health hazard?</p>				

## Water

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Are there <a href="#">steps</a> (e.g., flushing) taken to ensure that water systems (e.g., faucets, water fountains, showers) and features are safe to use?</p> <p><i>Hazards such as lead, mold, and Legionella should be considered.</i></p>				
Are no-touch water fountains and faucets available?				
Is potable water available through other means if sinks and faucets are not accessible?				

## Physical Barriers

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Are physical barriers, such as sneeze guards and partitions, installed in areas where it is difficult for people to maintain a 6-foot distance from each other?				
Are physical guides (e.g., tape on floors) and signs displayed to remind staff and students to maintain at least 6 feet apart?				
Are there one-way routes in hallways and stairways?				

## Communal Space

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Are plans being made to repurpose unused/underused space (including outdoor areas) to increase classroom space?</p> <p><i>Note: For checklists related to elective classes such as music, choir, athletics, etc. see Appendix A.</i></p>				
<p>Is there a plan for where staff and students will eat meals while staying 6 feet apart and facing in the same direction, if possible?</p> <p><i>Note: For detailed checklist related to School Nutrition and Food Services Staff see Appendix A.</i></p>				
Is there a place for staff and students to store their masks when eating?				
Is there a plan to encourage staff and students to wear masks when not eating during meals?				
Is there a plan to serve meals in the classroom (if distancing of 6 feet or more is available) or outdoors?				
Is there a system for consistent distancing of 6 feet or more in communal dining hall or cafeteria?				
Are students using food lines to pick up food? If using a food line for food service:				
Plan to stagger mealtimes and maintain distancing of at least 6 feet apart				
Plan to limit self-serve food or drinks such as hot and cold food bars, condiment bars, and drink stations				



Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Plan to serve individually plated or pre-packaged meals with disposable utensils				
Post signs for and monitor mask wearing in food service line when not eating or drinking				
Place accessible hand sanitizing stations near eating facilities				
Provide no-touch trashcans				

## Transportation

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p><b>Are there plans for mitigation strategies taking place on the bus for both the driver and passengers?</b></p> <ul style="list-style-type: none"> <li>• Cleaning and disinfecting between trips</li> <li>• Wearing masks consistently and correctly (over mouth and nose)</li> <li>• Maintaining a distance of at least 6 feet apart</li> <li>• Opening windows when doing so does not create a health or safety hazard</li> </ul> <p><i>Note: Masks should not be worn by drivers and aides if they create new risk (e.g., impaired vision, contribution to heat-related illness).</i></p> <p><i>Note: For detailed checklist related to protection for Bus Drivers and Bus Aides see Appendix A.</i></p>				

## Checklist #5: Mitigation Strategies

Schools should consider mitigation strategies that reduce the risk of staff and students spreading COVID-19 at schools.

Complete this checklist when preparing to reopen and regularly reassess practices after opening. For Items marked “in-progress” or “not started,” identify steps to ensure their completion. For those marked “not feasible,” consider appropriate adaptations or alternatives.

### Mask Use, Social Distancing, and Cohorting

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>Is there a plan to ensure that <a href="#">masks</a> are used consistently and correctly (covering mouth and nose) by staff and students at school?</b>				
Identify areas where masks should be worn (including areas where distancing of at least 6 feet apart is difficult)				
Identify individuals that may need <a href="#">adaptations or alternatives</a> when the use of a mask is not feasible  <i>Note: Masks should not be worn by anyone under the age of two, or who has trouble breathing, is unconscious, incapacitated or otherwise unable to remove the mask without assistance. Wearing masks may be difficult for people with cognitive, sensory, or behavioral issues and precludes the ability to read lips and facial expressions.</i>				
Determine whether staff and students will be responsible for bringing their own mask to school and if not, identify who is responsible for providing masks to staff and students				
Train staff and students on how to properly wear, handle, and clean masks				
<b>Are <a href="#">physical guides for distancing at least 6 feet apart</a> in place in the classroom and other areas (e.g., lunchrooms, offices, etc.)?</b>				
Space desks and seating at least 6 feet apart				
Face student desks and seating in the same direction				
Place physical guides (e.g., tape, marks) and signs for distancing to account for movement of staff and students and include furniture placement				
<b>Is there a plan for use of cohorts (or pods) to keep groups small and limit interaction of staff and students during the day and school term?</b>				
<b>Is there a plan to use any extra available space within the school or school community to keep groups small and limit interaction of staff and students during the day and school term?</b>				

## Handwashing, Cough, and Sneeze Etiquette

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan to teach and reinforce proper handwashing with all staff and students?				
Ensure clean water, soap, hand sanitizer with at least 60% alcohol and a way to dry hands are accessible throughout the school, including in each classroom				
Plan to demonstrate and monitor handwashing or use of hand sanitizer during times when germs are likely to spread, such as: <ul style="list-style-type: none"> <li>• Before and after eating</li> <li>• After using the toilet</li> <li>• After blowing your nose, coughing, or sneezing</li> <li>• After touching garbage</li> </ul>				
Is there a plan to teach and reinforce <a href="#">cough and sneeze etiquette with all staff and students</a> ?				

## Alternate Work Options for Those at Increased Risk

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Have alternate options (virtual learning) been offered to students at higher risk for severe illness or with family members at higher risk?				
Have alternate options (such as telework or virtual teaching) been offered to staff at <a href="#">higher risk for severe illness</a> ?				
Have alternative options been considered for staff with family members at higher risk?				
Are <a href="#">reasonable accommodations</a> offered if a job can only be performed at the school, in-person?				

## Training and Communication

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan to provide education and training to staff and students on <a href="#">everyday protective measures</a> to reduce the spread of germs at school and outside of school?				
Are <a href="#">signs</a> and other visuals, such as posters, displayed in common areas of the school to promote everyday protective measures and describe how to stop the spread of germs?  <i>Note: Refer to the At-A-Glance chart for possible locations to display signs.</i>				
Is there a plan to make all trainings and communications available in languages that staff and students understand and accessible to persons with disabilities?				
Is there a plan to send regular communications (e.g., email, social media, flyers, phone messages in accessible formats) about everyday behaviors that reduce the spread of COVID-19 to staff, students, parents, caregivers, and guardians?				

## Checklist #6: Mental Health and Well-Being Support

Administrators can use this checklist to understand the options to support the mental health and well-being of all staff and students during COVID-19. Complete this checklist when preparing to reopen and regularly reassess practices after opening.

### Mental Health Benefits Are Provided

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Has information been shared with staff about available counseling resources (e.g., Employee Assistance Program [EAP])?				
Has information been shared in accessible formats with students and families on mental health support and community resources?				

### Support Coping and Resilience

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan to encourage staff and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media?  <i>Note: For more information see <a href="#">Employees: How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic</a>.</i>				
Are there trained and designated personnel for staff and students to share their concerns? Are staff and students encouraged to share their concerns with designated trained staff or people they trust?				
Are signs for the <a href="#">Disaster Distress Helpline</a> posted?				
When feeling overwhelmed with sadness, depression, anxiety, or feelings of self-harm, are staff and students encouraged to seek medical attention/professional advice or <a href="#">call the National Suicide Prevention Lifeline</a> ?				

### Changes to Work Design

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan for open communication, training and support for staff as they adapt to changing and difficult circumstances (e.g., learning new technology)?				

### Connect

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan for all staff meetings to include the ability to distance at least 6 feet apart or use virtual platforms?				
Is there a system for staff training and technical support for new job demands, such as use of virtual platforms and learning technologies?				

### Communicate

Items for Assessment	Completed	In-Progress	Not Started	Not Feasible
Are mental health support services available at school communicated to staff, students, parents, guardians, and caregivers?  <i>Note: communications should be accessible to persons with disabilities and limited English proficiency.</i>				

## Resources

### COVID-19 Resources by School Job/Position

#### K-12 Administrators

Operating Schools During COVID-19: CDC's Considerations

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

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

<https://www.cdc.gov/coronavirus/2019-ncov/downloads/community/School-Admin-K12-readiness-and-planning-tool.pdf>

Guidance for K-12 School Administrators on the Use of Cloth Face Coverings in Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/cloth-face-cover.html>

Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

Interim Considerations for K-12 School Administrators for SARS-CoV-2 Testing

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-testing.html>

FAQ for School Administrators on Reopening Schools

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/reopening-schools-faqs.html>

Toolkit for K-12 Schools

<https://www.cdc.gov/coronavirus/2019-ncov/communication/toolkits/schools.html>

Strategies for Protecting K-12 School Staff from COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/k-12-staff.html>

#### Parents, Guardians, and Caregivers

School Decision-Making Tool for Parents, Caregivers, and Guardians

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/decision-tool.html>

Back to School Planning: Checklists to Guide Parents, Guardians, and Caregivers

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/parent-checklist.html>

#### School Nurses and School Healthcare Professionals

Get Your Clinic Ready for Coronavirus Disease 2019 (COVID-19)

<https://www.cdc.gov/coronavirus/2019-ncov/hcp/clinic-preparedness.html>

Information for School Nurses and Other Healthcare Personnel (HCP) Working in Schools and Child Care Settings

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/school-nurses-hcp.html>

Information for Healthcare Professionals about Coronavirus (COVID-19)

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

OSHA Healthcare Workers and Employers Guidance

<https://www.osha.gov/SLTC/covid-19/healthcare-workers.html>

#### Janitors and Maintenance Staff

Cleaning, Disinfection, and Hand Hygiene in Schools: A Toolkit for School Administrators

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/clean-disinfect-hygiene.html#Key>

Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

What Waste Collectors and Recyclers Need to Know about COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/waste-collection-recycling-workers.html>

CDC Cleaning and Disinfecting Your Facility website

<https://www.cdc.gov/coronavirus/2019-ncov/community/disinfecting-building-facility.html>

EPA List N Disinfectants for Use Against SARS-COV-2

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

## Bus Drivers

What Bus Transit Operators Need to Know About COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/bus-transit-operator.html>

CDC COVID-19 Cleaning and Disinfection for Non-emergency Transport Vehicles

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/disinfecting-transport-vehicles.html>

Interim Guidance for Mass Transit Administrators

[https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC\\_AA\\_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fguidance-mass-transit-administrators.html#page=57](https://www.cdc.gov/coronavirus/2019-ncov/downloads/php/CDC-Activities-Initiatives-for-COVID-19-Response.pdf?CDC_AA_refVal=https%3A%2F%2Fwww.cdc.gov%2Fcoronavirus%2F2019-ncov%2Fcommunity%2Fguidance-mass-transit-administrators.html#page=57)

## Office Staff

COVID-19 Employer Information for Office Buildings

<https://www.cdc.gov/coronavirus/2019-ncov/community/office-buildings.html>

## School Nutrition Professionals

What School Nutrition Professionals and Volunteers at Schools Need to Know about COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/school-nutrition-professionals.html>

Food and Coronavirus Disease 2019 (COVID-19)

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/food-and-COVID-19.html>

FDA Food Safety and COVID-19 website

<https://www.fda.gov/food/food-safety-during-emergencies/food-safety-and-coronavirus-disease-2019-covid-19>

## Coaching Staff and Athletic Trainers

CDC Considerations for Youth Sports

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>

## COVID-19 Resources to Support Students

### Paratransit Operation

Paratransit Services

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/using-transportation.html#ParaTransit>

What Paratransit Operators Need to Know about COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/paratransit-employees.html>

Considerations for Youth Sports

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/youth-sports.html>

## Other COVID-19 Resources

### COVID-19 Basics

CDC COVID-19 website

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

COVID-19 Prevention

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/index.html>

People Who Are at Increased Risk for Severe Illness

<https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/people-at-increased-risk.html>

CDC Considerations for Wearing Masks

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/cloth-face-cover-guidance.html>

COVID-19 Videos, American Sign Language

[https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html?Sort=Date%3A%3Adesc&Language=American%20Sign%20Language%20\(ASL\)](https://www.cdc.gov/coronavirus/2019-ncov/communication/videos.html?Sort=Date%3A%3Adesc&Language=American%20Sign%20Language%20(ASL))

NIOSH COVID-19 website

[https://www.cdc.gov/niosh/emres/2019\\_ncov\\_default.html](https://www.cdc.gov/niosh/emres/2019_ncov_default.html)

CDC-INFO

<https://www.cdc.gov/cdc-info/index.html>

### Everyday Steps to Slow the Spread

Cleaning, Disinfection, and Hand Hygiene in Schools: A Toolkit for School Administrators

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/clean-disinfect-hygiene.html>

Cleaning and Disinfecting Public Spaces, Workplaces, Businesses, Schools, and Homes

<https://www.cdc.gov/coronavirus/2019-ncov/community/reopen-guidance.html>

Handwashing information

<https://www.cdc.gov/handwashing/index.html>

Use of Masks to Help Slow the Spread of COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/diy-cloth-face-coverings.html>

### Workplace Resources

CDC Interim Guidance for Businesses and Employers to Plan and Respond to Coronavirus Disease 2019

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-business-response.html>

CDC Prepare your Small Business and Employees for the Effects of COVID-19

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-small-business.html>

CDC COVID-19 General Business Frequently Asked Questions

<https://www.cdc.gov/coronavirus/2019-ncov/community/general-business-faq.html>

### Community and Faith-Based Organizations

<https://www.cdc.gov/coronavirus/2019-ncov/community/organizations/index.html>

## **Mental Health Resources**

CDC Coronavirus (COVID-19) Coping with Stress

<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>

Disaster Distress Helpline

<https://www.samhsa.gov/find-help/disaster-distress-helpline>

Substance Abuse and Mental Health Services Administration (SAMHSA)

<https://www.samhsa.gov/find-treatment>

## **Tribal Nations Resource**

COVID-19 Resources for Tribes

<https://www.cdc.gov/coronavirus/2019-ncov/community/tribal/resources.html>

## **Communication Resources**

CDC Communication Resources

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

CDC Social Media Toolkit

<https://www.cdc.gov/coronavirus/2019-ncov/communication/social-media-toolkit.html>

CDC Communication Resources for K-12 schools

<https://www.cdc.gov/coronavirus/2019-ncov/communication/toolkits/schools.html>

CDC Tools for Cross-Cultural Communication and Language Access

<https://www.cdc.gov/healthliteracy/culture.html>

## **Outdoor Learning Gardens**

Considerations for Outdoor Learning Gardens and Community Gardens

<https://www.cdc.gov/coronavirus/2019-ncov/community/outdoor-garden.html>

## **Other Government Agency Resources**

U.S. Department of Education COVID-19 website

<https://www.ed.gov/coronavirus>

OSHA COVID-19 website

<https://www.osha.gov/SLTC/covid-19/>

OSHA COVID-19 Standards

<https://www.osha.gov/SLTC/covid-19/standards.html>

National Institutes of Health (NIH) Workplace Checklist for Prevention of Exposure to SARS-CoV-2 Virus in Non-Healthcare Industries

[https://tools.niehs.nih.gov/wetp/public/hasl\\_get\\_blob.cfm?ID=12001](https://tools.niehs.nih.gov/wetp/public/hasl_get_blob.cfm?ID=12001)



# Appendix A: Special Considerations

This appendix provides information to reduce the risk of spreading COVID-19 at school for specific jobs and positions (e.g., bus drivers, nurses) as well as considerations for teachers, staff, and students with disabilities or special healthcare needs.

Jobs and positions covered in this Appendix:

- Teachers, Substitutes, Paraprofessionals, and Specialists
- Janitors and Maintenance Staff
- Heating, Ventilation, Air Conditioning (HVAC) Professionals and School Facilities Staff
- Office and Administrative Staff
- School Nutrition Staff
- School Nurse or Designated Staff
- School Bus Driver and Bus Aides
- Coaching Staff and Athletic Trainers
- Music, Choir, and Performing Arts Teachers
- Teachers, Staff, and Students with Disabilities or Special Healthcare Needs

Complete this checklist when preparing to reopen and regularly reassess practices after opening.

## Special Staff Considerations

### Teachers, Substitutes, Paraprofessionals, and Specialists

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Is there a plan for practicing social distancing (e.g., student and teacher desks are at least 6 feet apart, visual guides)?				
Is there a plan to increase <a href="#">ventilation</a> ?				
Are workspaces relocated or adjusted to maintain 6 feet of distance between office staff, while incorporating accessibility requirements (e.g., two people who previously shared an office now have individual offices)?				
In areas that don't allow for individuals to be separated by at least 6 feet through sufficient administrative controls, are physical barriers used?				
Are class sizes reduced or modified so students and teachers can maintain a distance of at least 6 feet apart?				
Are <a href="#">cohorting</a> or additional available spaces within the school or school community used to limit interaction between large groups of students?				
Is there a plan to ensure masks are worn consistently and correctly (i.e., covering the mouth and nose)?				
Is PPE provided, if needed (e.g., teachers or paraprofessionals responsible for assisting students with self-care)?				
<i>Note: See CDC's <a href="#">Guidance for Direct Service Providers</a> for additional information.</i>				

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>If working in multiple locations or areas of a building throughout the day, is there a plan to promote the following behaviors?</b>				
Handwashing				
Cleaning and disinfecting shared items after each use				
If transport is used, cleaning and disinfecting surfaces in vehicles frequently				

## Janitors, Custodians, and Maintenance Staff

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>Are disinfectants on the Environmental Protection Agency's (EPA) <a href="#">List N</a> of EPA-registered disinfectants for use against SARS-CoV-2 used?</b>				
<p>Have special considerations been made for people with asthma? They should not be present when cleaning and disinfecting is happening, as this can trigger asthma attacks</p> <p>Use disinfectant products from EPA List N with asthma-safe ingredients (e.g., citric acid or lactic acid)</p> <p><i>Note: Just because the product contains an asthma-safe ingredient, does not mean the product is free of other hazardous ingredients. <a href="#">Learn more about reducing asthma triggers.</a></i></p>				
<b>Have proper cleaning and disinfection practices been implemented?</b>				
Consult guidance for <a href="#">cleaning and disinfecting</a> workplaces and schools				
<p>Protocols are established for cleaning and disinfection that include frequency, areas and surfaces, contact times and surfaces</p> <p>Areas and surfaces can include:</p> <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Railings and door handles</li> <li>• Light switches</li> <li>• Dining halls or cafeterias</li> <li>• Kitchen areas</li> <li>• Break areas (counter tops, refrigerator doors, microwaves, etc.)</li> <li>• Vending machines</li> <li>• Restrooms (toilets, sinks, faucets, door handles)</li> <li>• Lockers/locker rooms</li> <li>• Gym equipment</li> <li>• Playground equipment</li> <li>• Office work areas (phones and keyboards)</li> <li>• Nurse's office</li> <li>• Isolation rooms</li> <li>• Other common spaces</li> </ul>				

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<p>Frequently touched surfaces for increased cleaning and disinfection can include:</p> <ul style="list-style-type: none"> <li>• door push bars/handles/knobs</li> <li>• handrails</li> <li>• desks</li> <li>• microwave or refrigerator handles</li> <li>• sinks</li> <li>• dispensers</li> <li>• vending machine touchpads</li> <li>• flush handles on toilets</li> <li>• floors</li> </ul>				
<p>Physical barriers included in cleaning and disinfection protocol, if used</p>				
<p>Consider cleaning and disinfection at the following times:</p> <ul style="list-style-type: none"> <li>• in the morning before staff and students arrive</li> <li>• between classes</li> <li>• between use of shared surfaces or objects</li> <li>• before and after meals</li> <li>• before students return from recess</li> <li>• after students leave for the day</li> </ul>				
<p>Implement a schedule and daily checklist for routine cleaning and disinfection to avoid over- or under-use of cleaning products</p>				
<p><b>Is there a plan to minimize exposure to cleaning and disinfectant chemicals without compromising disinfection? Steps to consider include:</b></p>				
<p>Use pre-mixed (ready-to-use) cleaning and disinfectant products instead of products that require mixing or diluting</p>				
<p>Use enclosed mixing/diluting dispenser systems to accurately mix products and minimize exposures</p>				
<p>Use wipes or pre-soaked rags instead of spray products to clean surfaces (e.g., mirrors, windows)</p>				
<p>Store cleaning wipes/rags or products in containers/buckets with lids and keep lids closed between use</p>				
<p>Read and follow instruction labels and directions for appropriate dilution rates and contact times, avoiding stronger concentrations than recommended</p>				
<p>Provide safety data sheets (SDSs) and training to those responsible for cleaning. Training should include potential hazards and safe practices for use of cleaning products</p>				
<p><b>Are cleaning and disinfectants properly stored in a safe and secure location out of students' reach?</b></p>				
<p><b>For cleaning and disinfection, is <a href="#">personal protective equipment (PPE)</a> provided and used properly?</b></p>				
<p>Provide all employees performing cleaning and disinfection access to proper PPE as required by the product instructions in the SDS</p> <p>PPE may include gloves, eye protection, respiratory protection, and other appropriate PPE.</p>				

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Provide appropriate training in the safe use of PPE to all employees performing cleaning				
If respiratory protection is recommended on the cleaning product SDS, consider respirators with a combination cartridge for chemicals and particulate exposure				
If respirators are needed, they are used in the context of a comprehensive respiratory protection program that includes medical evaluation, fit testing, and training in accordance with <a href="#">OSHA's Respiratory Protection standard (29 CFR 1910.134)</a>				
Plan to discard disposable gloves after each cleaning in a designated safe place				
For reusable gloves, dedicate a pair for disinfecting surfaces. Employer should provide replacement gloves when damaged and as required by the manufacturer				
After removing gloves, employees are instructed to wash hands with soap and water for at least 20 seconds				

### Heating, Ventilation, and Air Conditioning (HVAC) Professionals and School Facilities Staff

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Are ventilation systems operating properly and providing acceptable indoor air quality for the current occupancy level for each space? <i>Note: See <a href="#">ASHRAE Standard 62.1</a>.</i>				
Has total airflow supply increased to occupied spaces?				
Have demand-controlled ventilation (DVC) controls that reduce air supply during occupied hours been disabled?				
During mild weather, have minimum outdoor air dampers been further opened to reduce or eliminate HVAC air recirculation? In mild weather, this will not affect thermal comfort or humidity. However, this may be difficult to do in cold, hot, or humid weather.				
Has central air filtration been evaluated?				
Increase air filtration to as high as possible without significantly diminishing design airflow				
Inspect filter housing and racks to ensure appropriate filter fit and check for ways to minimize filter bypass				
Check filters to ensure they are within service life and appropriately installed				
Is the HVAC system programmed to run at maximum outside airflow for 2 hours before and after occupied times?				
Are restroom exhaust fans functional and operating at full capacity when the building is occupied?				
Is local exhaust ventilation in areas such as restrooms, kitchens, and cooking areas inspected and maintained?				
Are supply and exhaust air diffusers and/or dampers positioned to generate clean-to-less-clean air movement (especially in higher risk areas such as administrative reception areas and nurse's office)?				

## Office and Administrative Staff

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Have you reviewed the Considerations in the CDC <a href="#">COVID-19 Employer Information for Office Buildings?</a>				
Have workspaces been adjusted to distance at least 6 feet apart?				
Seats, furniture, and workstations have been modified to maintain distancing of at least 6 feet apart between office staff, while still following accessibility requirements				
Shields or other physical barriers are installed to separate office staff and visitors where distancing at least 6 feet apart is difficult				
Chairs in reception or other communal seating areas are distanced at least 6 feet apart and chairs are facing the same direction				
Staff are physically distanced in all areas of the building, including work areas, meeting rooms, break rooms, parking lots, entrances and exits, elevators, and locker rooms				
Signs, tape marks, or other visual cues, such as decals or colored tape on the floor, are placed 6 feet apart to show appropriate distancing when physical barriers are not possible				
Have telework options been provided for staff who can do their job from home?				
Are high-touch communal items, such as coffee pots and bulk snacks replaced with alternatives such as pre-packaged, single-serving items?				

## School Nutrition and Food Service Staff

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Have school nutrition staff been provided support and training on how to protect themselves and others from COVID-19?				
Plan for students to eat meals in classrooms or outdoors, while maintaining a distance of at least 6 feet apart				
Modify layout of cafeteria to ensure students are at least 6 feet apart and facing the same direction, if possible				
Limit self-serve food or drink options provide individually plated or pre-packaged <a href="#">meals</a>				
Install physical barriers to protect staff and students in areas where mask-wearing and social distancing may not be feasible				
Use physical guides to designate workstations that are at least 6 feet apart in kitchens, food service, and food delivery points (e.g., use tape or stripes on the floor)				
<a href="#">Clean</a> and disinfect frequently touched surfaces, including door handles, countertops, refrigerator or microwave handles, tables, carts, trays, chairs, cash register, and turnstiles				
Provide training on protecting themselves and others from getting sick with COVID-19				
Place posters in kitchens or common areas that encourage healthy behaviors				

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Provide and require food service staff to wear masks and gloves				
<b>Have plans included usual steps for safe food preparation?</b>				
Install physical barriers or visual cues (signs, floor tape) between workstations where distancing at least 6 feet apart is difficult to maintain				
Plan menus, production, and food preparation schedule to allow staff to maintain distancing of at least 6 feet apart (i.e., staggering shifts)				
Assign one person for each task or workstation				
Limit the number of people accessing storage areas or large equipment, like refrigerators				
Provide tissues and no-touch trash receptacles				
Consider curbside pickup of meals or contactless delivery of meals (e.g., to classrooms or in event of school dismissals) to minimize contact with others				

### School Nurse, Health Aides/Assistants, or Designated Staff

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>Has appropriate PPE been selected and provided to school nurses or designated providers in accordance with OSHA PPE standards (<a href="#">29 CFR 1910 Subpart I</a>)?</b>				
<b>Have school nurses, health aides/assistants, and designated staff been trained on the proper use and care of PPE?</b>				
Training should include: <ul style="list-style-type: none"> <li>• When to use PPE</li> <li>• What PPE is necessary</li> <li>• How to properly put on, use, and take off PPE to prevent self-contamination</li> <li>• How to properly dispose, disinfect (if reusable), and maintain PPE</li> <li>• Limitations of PPE</li> </ul>				
<b>Do all school nurses, health aides/assistants, and designated staff have access to PPE for administration of health services?</b>				
<b>Do staff have appropriate PPE that was provided at no cost to them?</b>				
Personnel who need to be within 6 feet of a sick student or staff member should be provided appropriate PPE (including gloves, a gown, a face shield or goggles, and an N95 or equivalent or higher-level respirator), and follow <a href="#">Standard and Transmission-Based Precautions</a> .				
Eye protection is provided in areas with moderate to substantial community transmission (check with local public health authorities for rates of transmission)				
For <a href="#">aerosol generating procedures</a> (AGPs), such as use of nebulizer treatments or peak flow meters, an N95 or equivalent or higher-level respirator is needed; however, AGPs should rarely be necessary in schools				

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Nebulizers (sometimes referred to as “breathing treatments”) should be limited as much as possible and replaced with inhaler devices such as metered dose inhalers				
<b>Is there a plan to use recommended infection prevention and control (IPC) practices for routine healthcare delivery during the pandemic?</b>				
Screen and triage everyone entering a healthcare facility (e.g., nurse’s office, school-based health center/clinic (SBHC)) for signs and <a href="#">symptoms</a> of COVID-19				
Implement <a href="#">source control</a> measures to prevent the spread of respiratory droplets to others				
Limit occupancy in nurse offices and isolation rooms to adhere to physical distancing guidance, as much as possible				
Practice proper hand hygiene				
Ensure enhanced ventilation in health care delivery spaces in schools or relocate them into workspaces with enhanced ventilation; or add a portable HEPA fan/ filtration systems to supplement ventilation				
<b>Have the proper steps been taken to ensure environmental infection control (i.e., cleaning and disinfection)?</b>  <i>Note: Refer to the Cleaning and Disinfection section in Checklist #4: Ensuring Healthy School Environments.</i>				

## School Bus Driver and Bus Aides

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>Have bus drivers been instructed to open bus windows to increase circulation of outdoor air; if doing so does not pose a safety or health risk (e.g., risk of falling or triggering asthma)?</b>				
<b>Is there a plan to ensure safety actions and mitigation strategies (e.g., wearing a mask, distancing at least 6 feet apart, and hand hygiene) are followed?</b>  <i>Note: See additional guidance for <a href="#">paratransit</a> operation.</i>				
<b>Is there a protocol and training for cleaning and disinfecting of bus surfaces using EPA-approved disinfectants after each use?</b>				
Special care should be exercised when performing disinfection to avoid overexposures to disinfectants in poorly ventilated buses				
<b>Are physical guides, such as signs or tape on the sidewalk, available to help students and school staff remain at least 6 feet apart while waiting for transportation on campus?</b>				
<b>Are physical barriers installed between school bus drivers and students, where possible?</b>				
Use plastic barriers or similar materials to create impermeable dividers or partitions				
Consider leaving seats near the driver open if barriers cannot be used				
<b>Is there a system to maintain distancing of at least 6 feet apart on the bus?</b>				

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Consider making foot-traffic in one direction only in narrow or confined areas in the bus to encourage social distancing (e.g., loading the bus from back to front and unloading from front to back)				
Limit the number of students in the bus at one time. Consult state and local guidance, if available				
Create distance between children on school buses, including seating children one student per row facing forward and skipping rows between students (children from the same household can sit together)				
Continue to follow good safety practices, as well as any state regulations, to help keep students safe while riding the bus. This includes entering and exiting the bus, and crossing streets (maintaining distancing of at least 6 feet apart may be difficult in some instances)				
<b>Is hand sanitizer with at least 60% alcohol available when entering and leaving the school bus?</b>				
<b>Is there a plan to teach and monitor safe use of hand sanitizer when students are getting on and off the bus (most important in younger aged children such as Pre-K and Kindergarten)?</b>				
Use touch-free stations, where possible				
Supervise young children when they use hand sanitizer				
<b>Are disposable disinfecting wipes and other cleaning materials provided to conduct targeted and more frequent cleaning (e.g., frequently touched surfaces including wheelchair lifts, wheelchair securements, handrails, and areas in the driver cockpit)?</b>				
<b>Is there a plan to ensure masks are worn consistently and correctly?</b>  <i>Note: masks should <b>not</b> be worn by drivers and aides if their use creates a new safety or health hazard (e.g., interference with driving or vision, contribution to heat-related illness).</i>				
<b>Are extra masks available at no cost for students that need them when boarding the bus?</b>				

## Coaching Staff and Athletic Trainers

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>Have changes and protocols for gym or exercise facilities been communicated to students, parents, and staff?</b>				
<b>Have cardio equipment, free weight areas, weight training equipment, and other gym areas been modified to allow distancing of at least 6 feet apart for students, coaching staff, and athletic trainers?</b>				
<b>Is there a plan to encourage distancing of at least 6 feet apart for staff and students in the facility including work-out areas, classrooms, pools, courts, walking/running tracks, practice and competition fields, locker rooms, restrooms, parking lots, and in entrances/exits?</b>				
<b>Are physical barriers installed in areas where distancing at least 6 feet apart is not possible for staff and students such as training, practices, and competitions?</b>				
Install cleanable shields or other barriers to separate coaching staff, athletic trainers, and students where distancing at least 6 feet apart is not an option (e.g., between pieces of equipment that cannot be moved)				



Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
<b>Is foot traffic modified to a single direction in narrow or confined areas, such as aisles and hallways, to encourage single-file movement and distancing of at least 6 feet apart?</b>				
<b>Are disposable disinfecting wipes and other cleaning materials available to frequently clean high touch surfaces (e.g., free weights, exercise equipment, cardio machines, locker rooms, vending machines, railings and door handles, countertops, doorknobs, toilets, tables, light switches, phones, faucets, sinks, keyboards)?</b>				
<b>Is there a plan for cleaning and disinfecting exercise equipment between users?</b>				
Consider removing hard-to-clean items and shared equipment, such as exercise bands, rubber mats, foam rollers, and yoga blocks				
<b>If currently not open, is there a plan to reopen facilities in phases?</b>				
Keep areas where distancing of at least 6 feet apart is particularly challenging closed until local infection risks are lowered				
Develop plans to determine what conditions are necessary to open additional areas of the facility				
<b>Is there a plan for opening school pools based on <a href="#">CDC Considerations for Public Pools, Hot Tubs, and Water Playgrounds During COVID-19a</a>, if applicable?</b>				
<b>Is locker room access limited to the restroom area only, and prohibiting the use of showers and changing areas considered?</b>				
<b>Have staff and students been directed to bring their own water bottles, or are no-touch activation methods for water fountains installed?</b>				
Consider closing water stations and water fountains if staff and students have access to alternative water sources				
<b>Have any additional modifications been considered, such as reducing sizes of physical education classes and training groups, moving classes to larger areas, or partitioning of space for smaller groups?</b>				
Hold activities in an outdoor/open environment if safe from health or safety hazard				
Increase ventilation by opening doors and windows if safe from health and safety hazards				
<b>When engaging in high intensity activities, is there a plan to ensure masks are being worn by coaches, trainers, and students receiving training?</b>				
<i>Note: People who are engaged in high intensity activities, like running, may not be able to wear a mask if it causes difficulty breathing. If unable to wear a mask, consider conducting the activity in a location with greater ventilation and air exchange (for instance, outdoors versus indoors) and where it is possible to maintain physical distance from others.</i>				
<b>Do coaches have access to a portable amplifier or wireless microphone to keep voices low and at a conversational volume?</b>				

## Music, Choir, and Performing Arts Teachers

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Have plans and protocols been communicated to staff and students attending music classes?				
Is there a plan to ensure masks are being worn consistently and correctly by music staff and students?				
Is there a plan for students to remain at least 6 feet apart when playing an instrument or singing (if inside, a mask may be necessary for singing)?				
If it's safe and weather permits, consider moving class outdoors where air circulation is better than indoors and maintain at least 6 feet distance between students.				
Is there a plan to hold performing arts classes in an outdoor/open environment?				
Ensure outdoor classes and performances are safe from health and safety hazards, such as heat, cold, and when outdoor air quality is low				
For classes or performances held indoors, steps should be taken to ensure the ventilation system is working properly				
Do music staff have access to a portable amplifier to keep voices low and at a conversational volume?				
Is there a plan to limit the number of students in storage and backstage areas so distancing of at least 6 feet apart can be maintained?				
Is there a plan to conduct music classes and rehearsals in cohorts (pods) with the same 5–10 students always rehearsing together?				
Has seating been arranged in music classrooms to allow for distancing of at least 6 feet apart for students and music staff?				
Are physical barriers that can be cleaned and disinfected installed between music staff and students when distancing at least 6 feet apart is not possible?				
Are disposable absorbent pads or other receptacles available to catch the contents of spit valves? (If used, ensure student properly disposes and does proper handwashing.)				
For brass instruments, are “bell covers” used for the openings to minimize generation of droplets and aerosols? (If used, ensure student properly disposes and does proper handwashing.)				
For woodwind instruments, are specially designed bags with hand openings used to minimize generation of droplets and aerosols? (If used, ensure student properly disposes and does proper handwashing.)				
Do plans include limiting sharing of instruments, parts, music sheets, props, costumes, and wigs across students from different households/pods?				
Is there a plan for cleaning and disinfecting after use the dressing rooms, green rooms, shared instruments or props, and production areas?				

## Students with Disabilities or Special Healthcare Needs

Elements for Assessment	Completed	In-Progress	Not Started	Not Feasible
Are options for limiting risk exposure (e.g., virtual learning, separate rooms, or buildings) available for students at higher risk for severe illness?				
Are staff trained on <a href="#">adaptations and alternatives</a> for students who have difficulty wearing masks (including students with disabilities, mental health conditions, or sensory sensitivities)?				
Is there documentation and staff training for <a href="#">COVID-19 accommodations, modifications, or assistance for students with special healthcare needs or disabilities</a> (e.g., students on individualized education programs or individualized healthcare plans, or those that need direct support providers for assistance with activities of daily living)?				
Does programming include students with special healthcare needs and disabilities that allows on-site or virtual participation with appropriate accommodations, modifications, and assistance?				
Are safe options for travel to and from campus available for students, staff, or others with disabilities?  <i>Note: See <a href="#">Paratransit Services</a> for more information.</i>				
Do communication systems include accommodations for staff and students who need them (e.g., hearing and vision limitations)?				
Do plans include steps for <a href="#">protecting service or therapy animals</a> (if applicable)?				
Are behavioral techniques used to help students adjust to changes in routines?				

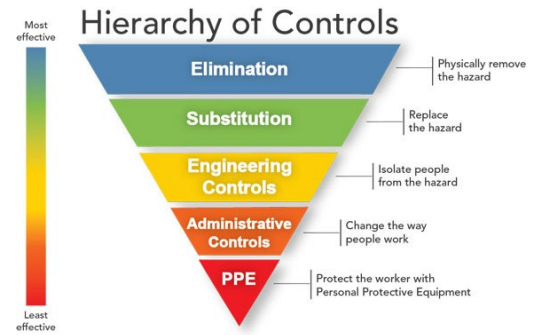
# Appendix B: Staff Protections

Controlling exposures to hazards in the workplace is key to help reduce risk and keep staff healthy on the job. To do this, a hierarchy of controls approach is used. The [hierarchy of controls](#) helps to determine:

- How to implement feasible and effective control solutions
- Which controls to prioritize when faced with limited resources

## Controls in Schools During COVID-19

While these controls are intended to help reduce risk for staff, these controls can also help to reduce risk for students.



**Elimination** and **Substitution** involve removing or replacing a hazard with something that is not as hazardous. These controls are typically the most effective at managing hazards. However, elimination is difficult to do and substitution is not possible for an infectious disease, like COVID-19, that has spread in the community or in work settings.

Example: The hazard of potential COVID-19 exposures is eliminated in the school setting by engaging in virtual-only instead of in-person traditional classes, activities, and events or elimination of assemblies and activities that promote mass gathering without social distancing measures.



**Engineering Controls** involve changes to the physical environment to isolate or remove staff from the hazard.

**Examples:**

- Increasing ventilation (outdoor air) and filtration
- Installing barriers
- Rearranging or removing workstations and furniture to allow for social distancing



**Administrative Controls** involve changes to work practices and behaviors of people to reduce or limit exposure to the hazard.

**Examples:**

- Policies that prevent the hazard from entering schools
  - » Encouraging self-monitoring
  - » Prohibiting individuals with symptoms of COVID-19 or who have been recently exposed to someone known or suspected to have COVID-19 from entering the school building or campus
- Policies that encourage or enforce prevention methods
  - » Cohorting (identifying small groups and keeping them together)
  - » Wearing masks, physical distancing, using hand hygiene, and cough/sneeze etiquette
  - » Cleaning and disinfection
- Educating and training staff, students, parents, guardians, and caregivers on hazards and hazard prevention
- Providing signs and visual reminders to encourage healthy behaviors



**Personal Protective Equipment (PPE)** is the last line of defense and is used after all engineering and administrative controls have been implemented where possible. The right PPE must be chosen for each hazard.

**Examples:**

- Gloves
- Gown
- Face shield or goggles
- Respirator
- Surgical mask