**Checklist: Planning for In-Person Classes**

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| **Actions to take and points to consider** | **Notes** |
| * Check in with your child each morning for signs of illness. If your child has a temperature of 100.4 degrees or higher, they should not go to school.
* Make sure your child does not have a sore throat or other signs of illness, like a cough, diarrhea, severe headache, vomiting, or body aches.
* If your child has had close contact to a COVID-19 case, they should not go to school. Follow guidance on what to do when someone has known exposure.
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| * Identify your school point person(s) to contact if your child gets sick.
 | *Name of school point person(s)*Kate Johnson, RN  (509)859-6905District Nurse |
| * Be familiar with local COVID-19 testing sites in the event you or your child develops symptoms. These may include sites with free testing available.
 | *My local testing options:*Kittitas Valley Healthcare (509)962-9841 |
| * Make sure your child is up-to-date with all recommended vaccines, including for flu. All school-aged children should get an influenza flu vaccine every season, with rare exceptions. This is especially important this year because we do not yet know if being sick with COVID-19 at the same time as the flu will result in more severe illness.
 | *Date of flu vaccination:* |
| * Review and practice proper hand washing techniques at home, especially before and after eating, sneezing, coughing, and adjusting a cloth face covering or mask. Make hand washing fun and explain to your child why it’s important.
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| * Be familiar with how your school will make water available during the day. Consider packing a water bottle.
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| * Develop daily routines before and after school—for example, things to pack for school in the morning (like hand sanitizer and an additional (back up) cloth face covering) and things to do when you return home (like washing hands immediately and washing worn cloth face coverings).
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| * Talk to your child about precautions to take at school. Children may be advised to:

**◦** Wash and sanitize their hands more often. ◦ Keep physical distance from other students. ◦ Wear a cloth face covering. ◦ Avoid sharing objects with other students, including water bottles, devices, writing instruments, and books. ◦ Use hand sanitizer (that contains at least 60% alcohol.) Make sure you’re using a safe product. FDA recalled products that contain toxic methanol. Monitor how they feel and tell an adult if they are not feeling well. |  |
| * Make sure your information is current at school, including emergency contacts and individuals authorized to pick up your child(ren) from school. If that list includes anyone who is at increased risk for severe illness from COVID-19, consider identifying an alternate person.
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| * Be familiar with your school’s plan for how they will communicate with families when a positive case or exposure to someone with COVID-19 is identified and ensure student privacy is upheld.
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| * Plan for possible school closures or periods of quarantine. If transmission is increasing in your community or if multiple children or staff test positive for COVID-19, the school building might close. Similarly, if a close contact of your child (within or outside of school) tests positive for COVID-19, your child may need to stay home for a 2-week quarantine period. You may need to consider the feasibility of teleworking, taking leave from work, or identifying someone who can supervise your child in the event of school building closures or quarantine.
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| * Plan for transportation:

◦ If your child rides a bus, plan for your child to wear a cloth face covering on the bus and talk to your child about the importance of following bus rules and any spaced seating rules. ◦ If carpooling, plan on every child in the carpool and the driver wearing cloth face coverings for the entire trip. If your school uses the cohort model, consider finding families within your child’s group/cohort at school to be part of the carpool.  |  |
| * If your child has an Individualized Education Program (IEP) or 504 Plan or receives other learning support (e.g., tutoring), ask your school how these services will continue.
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| * Reinforce the concept of physical distancing with your child.
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**Cloth Face Coverings**

Our schools are requiring or encouraging face coverings

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| **Actions to take and points to consider** | **Notes** |
| * Have multiple cloth face coverings, so you can wash them daily and have back-ups ready. Choose cloth face coverings that

◦ Fit snugly but comfortably against the side of the face ◦ Completely cover the nose and mouth ◦ Are secured with ties or ear loops ◦ Include multiple layers of fabric ◦ Allow for breathing without restriction ◦ Can be washed and machine dried without damage or change to shape |  |
| * Label your child’s cloth face coverings clearly in a permanent marker so that they are not confused with those of other children.
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| * Practice with your child putting on and taking off cloth face coverings without touching the cloth.
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| * Explain the importance of wearing a cloth face covering and how it protects other people from getting sick.
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| * Consider talking to your child about other people who may not be able to wear cloth face coverings for medical reasons (e.g., asthma).
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| * As a family, model wearing cloth face coverings, especially when you are in situations where physical distancing is difficult to maintain or impossible.
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| * If you have a young child, help build their comfort wearing a cloth face covering and become comfortable seeing others in cloth face covering.

◦ Praise your child for wearing a cloth face covering correctly. ◦ Put a cloth face covering on stuffed animals. ◦ Draw a cloth face covering on a favorite book character. ◦ Show images of other children wearing cloth face coverings. ◦ Allow your child to choose their cloth face covering that meets any dress requirements your school may have. ◦ Suggestions from the American Academy of Pediatrics |  |
| * Consider providing your child with a container (e.g., labeled resealable bag) to bring to school to store their cloth face coverings when not wearing it (e.g., when eating).
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**Mental Health & Social-Emotional Wellbeing Considerations**

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| **Actions to take and points to consider** | **Notes** |
| * Talk with your child about how school will look different (e.g., desks far apart from each other, teachers maintaining physical distance, possibility of staying in the classroom for lunch).
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| * Talk with your child about how school is going and about interactions with classmates and teachers. Find out how your child is feeling and communicate that what they may be feeling is normal.
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| * Anticipate behavior changes in your child. Watch for changes like excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating, which may be signs of your child struggling with stress and anxiety.
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| * Check if your school has any systems in place to identify and provide mental health services to students in need of support. If so, identify a point of contact for these services at your school.
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| * You can be a role model for your child by practicing self-care:

◦ Take breaks ◦ Get plenty of sleep ◦ Exercise ◦ Eat well ◦ Stay socially connected |  |