

Checklist: Planning for In-Person Classes

| Actions to take and points to consider | Notes |
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| <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> 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. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Identify your school point person(s) to contact if your child gets sick. | <p><i>Name of school point person(s):</i> MelissaGleave RN</p> <p><i>Contact information:</i> 577-2521 or melissagleave@utah.gov</p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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. | <p><i>My local testing options:</i> Garfield Memorial Hospital 676-8811</p> <p>Sevier Valley Hospital 893-4100</p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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. | <p><i>Date of flu vaccination:</i> To be announced</p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> Review and practice proper hand washing techniques at home, especially before and after eating, sneezing, coughing, and adjusting a face cover. Make hand washing fun and explain to your child why it's important. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with how your school will make water available during the day. Consider packing a water bottle. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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). | |



cdc.gov/coronavirus

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| <input type="checkbox"/> Talk to your child about precautions to take at school. Children may be advised to: <ul style="list-style-type: none"> ◦ 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. | |
| <input type="checkbox"/> Develop a plan as a family to protect household members who are at increased risk for severe illness . | |
| <input type="checkbox"/> 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. | |
| <input type="checkbox"/> 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. | |
| <input type="checkbox"/> 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. | |
| <input type="checkbox"/> Plan for transportation: <ul style="list-style-type: none"> ◦ 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. | |
| <input type="checkbox"/> 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. | |
| <input type="checkbox"/> If your child receives speech, occupational or physical therapy or other related services from the school, ask your school how these services will continue. | |
| <input type="checkbox"/> If your child receives mental health or behavioral services (e.g., social skills training, counseling), ask your school how these services will continue. | |

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| <input type="checkbox"/> If your school uses a cohorting model, consider limiting your child's in-person out-of-school interactions to children in the same cohort or to activities where physical distancing can be maintained. | |
| <input type="checkbox"/> Reinforce the concept of physical distancing with your child. | |
| <input type="checkbox"/> Talk to your school administrators and teachers about their plans for physical education and physical activity (e.g., recess). <i>Safer options include being outdoors when possible, reducing the number of people in an indoor space, and encouraging students to stay at least 6 ft apart.</i> | |
| <input type="checkbox"/> Ask how your school plans to help ensure that students are following practices to reduce the spread of COVID-19. | |

Cloth Face Coverings

If your school is requiring or encouraging cloth face coverings

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| <input type="checkbox"/> Have multiple cloth face coverings, so you can wash them daily and have back-ups ready. Choose cloth face coverings that <ul style="list-style-type: none"> ◦ 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 | |
| <input type="checkbox"/> Label your child's cloth face coverings clearly in a permanent marker so that they are not confused with those of other children. | |
| <input type="checkbox"/> Practice with your child putting on and taking off cloth face coverings without touching the cloth. | |
| <input type="checkbox"/> Explain the importance of wearing a cloth face covering and how it protects other people from getting sick. | |
| <input type="checkbox"/> Consider talking to your child about other people who may not be able to wear cloth face coverings for medical reasons (e.g., asthma). | |
| <input type="checkbox"/> As a family, model wearing cloth face coverings, especially when you are in situations where physical distancing is difficult to maintain or impossible. | |
| <input type="checkbox"/> If you have a young child, help build their comfort wearing a cloth face covering and become comfortable seeing others in face covers. <ul style="list-style-type: none"> ◦ 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).

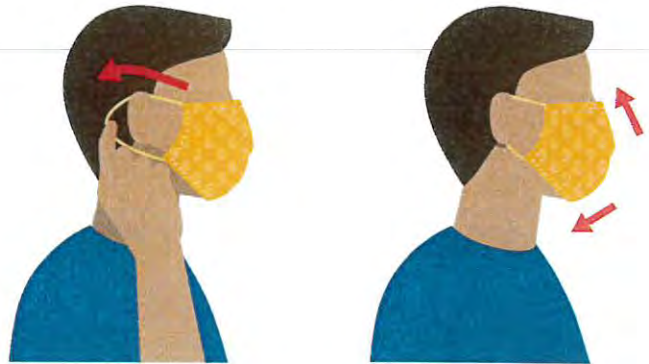
Mental Health & Social-Emotional Wellbeing Considerations

| <i>Actions to take and points to consider</i> | <i>Notes</i> |
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| <ul style="list-style-type: none"> <input type="checkbox"/> 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). | |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Try to attend school activities and meetings. Schools may offer more of these virtually. As a parent, staying informed and connected may reduce your feelings of anxiety and provide a way for you to express any concerns you may have about your child's school. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> 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. | <p><i>Name of school point person:</i> Melissa Gleave RN</p> <p><i>Contact information:</i> 577-2521 or melissagleave@utah.gov</p> |
| <ul style="list-style-type: none"> <input type="checkbox"/> Check if your school has a plan to help students adjust to being back in school. Students might need help adjusting to how COVID-19 has disrupted their daily life. Support may include school counseling and psychological services (including grief counseling), social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> Check if your school will provide training for students in mindfulness, incorporating SEL into classroom curriculum (either virtually or in-person), or support a child's ability to cope with stress and anxiety. If not, consider asking about ways to add this to your child's at-home learning. | |
| <ul style="list-style-type: none"> <input type="checkbox"/> You can be a role model for your child by practicing self-care: <ul style="list-style-type: none"> ◦ Take breaks ◦ Get plenty of sleep ◦ Exercise ◦ Eat well ◦ Stay socially connected | |

How to wear cloth face coverings

WEAR YOUR FACE COVERING CORRECTLY

- Wash your hands before putting on your face covering
- Put it over your nose and mouth and secure it under your chin
- Try to fit it snugly against the sides of your face
- Make sure you can breathe easily



WEAR A FACE COVERING TO PROTECT OTHERS

- Wear a face covering that covers your nose and mouth to help protect others in case you're infected with COVID-19 but don't have symptoms
- Wear a face covering in public settings when around people who don't live in your household, especially when it may be difficult for you to stay six feet apart
- Wear a face covering correctly for maximum protection
- Don't put the face covering around your neck or up on your forehead
- Don't touch the face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

