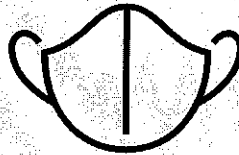


Know your 3 Ws!

¡Recuerda las 3 Ms!

WEAR

a cloth mask
over your nose
and mouth.

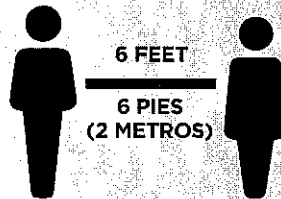


MASCARILLA

Usar una mascarilla
de tela cubriendo
nariz y boca.

WAIT

6 feet apart. Avoid
close contact.



MANTENER

6 pies (2 metros) de
distancia. Evitar estar
cerca de los demás.

WASH

your hands or
use hand sanitizer.



MANOS

Lavarte las manos
con frecuencia o
usar desinfectante
para manos.

[#StayStrongNC](#)

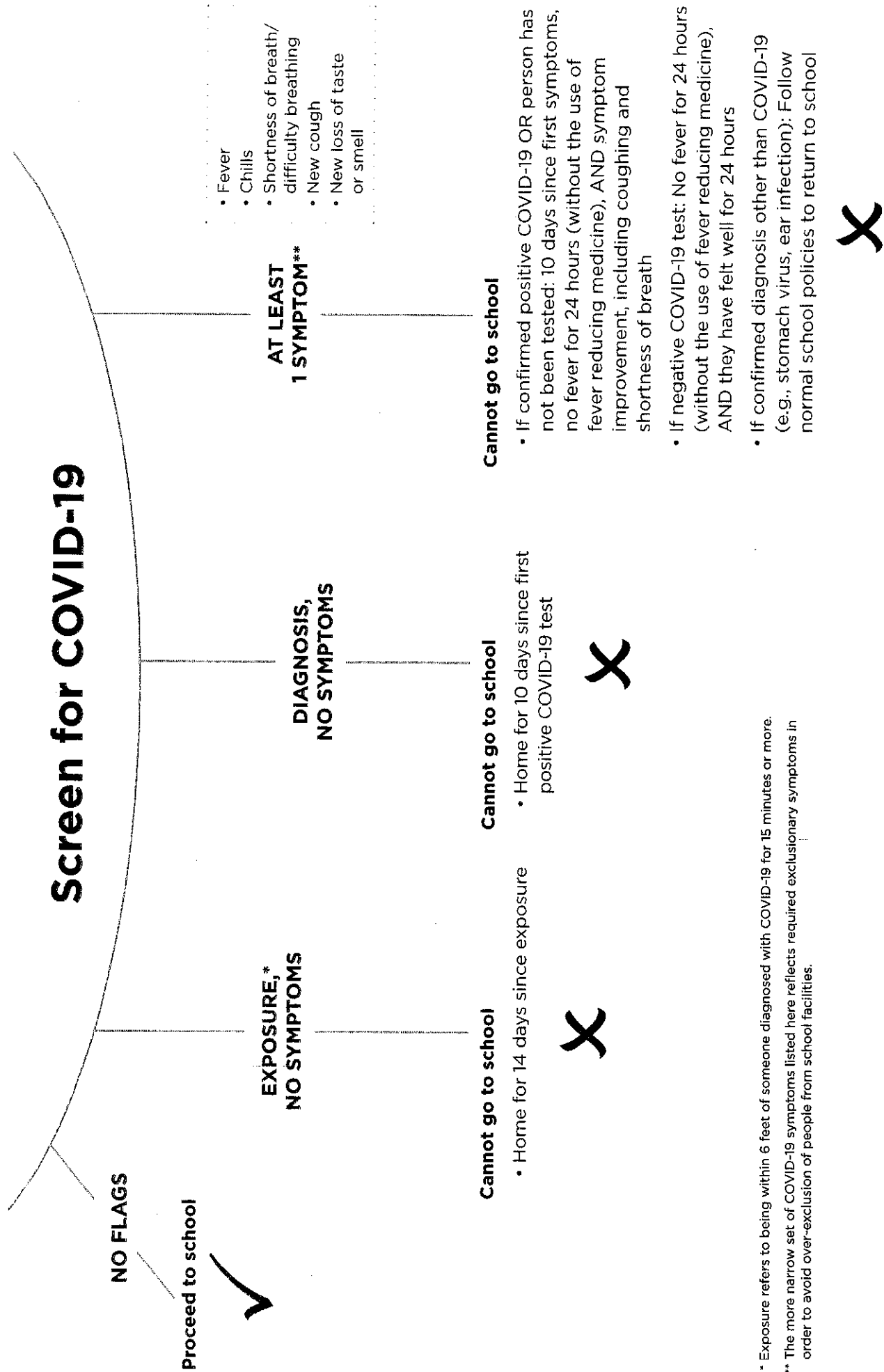
[@NCDHHS](#)

[#MantenteFuerteNC](#)



Screening Flow Chart

For step-by-step instructions for school personnel, review the [Reference Guide for Suspected, Presumptive, or Confirmed Cases of COVID-19 \(K-12\)](#)



- Fever
- Chills
- Shortness of breath/difficulty breathing
- New cough
- New loss of taste or smell

* Exposure refers to being within 6 feet of someone diagnosed with COVID-19 for 15 minutes or more.
 ** The more narrow set of COVID-19 symptoms listed here reflects required exclusionary symptoms in order to avoid over-exclusion of people from school facilities.

Checklist: Planning for In-Person Classes

Actions to take and points to consider	Notes
<ul style="list-style-type: none"> <input type="checkbox"/> Check in with your child each morning for <u>signs of illness</u>. 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 <u>someone has known exposure</u>. 	
<ul style="list-style-type: none"> <input type="checkbox"/> Identify your school point person(s) to contact if your child gets sick. 	<p>Name of school point person(s):</p> <p>Contact information:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Be familiar with <u>local COVID-19 testing sites</u> in the event you or your child develops symptoms. These may include sites with free testing available. 	<p>My local testing options:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Make sure your child is up-to-date with all <u>recommended vaccines</u>, including for flu. All school-aged children should get an influenza flu vaccine every season, with <u>rare exceptions</u>. 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>Date of flu vaccination:</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Review and practice proper <u>hand washing techniques</u> at home, especially before and after eating, sneezing, coughing, and adjusting a cloth face covering or mask. <u>Make hand washing fun</u> 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 <u>washing worn cloth face coverings</u>). 	



cdc.gov/coronavirus

<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 <u>at increased risk for severe illness</u>.	
<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.	

<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

Actions to take and points to consider	Notes
<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 cloth face covering. <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 	

<input type="checkbox"/> 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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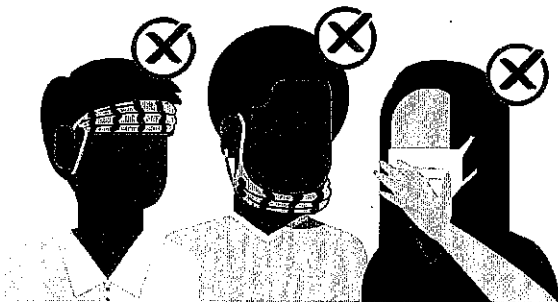
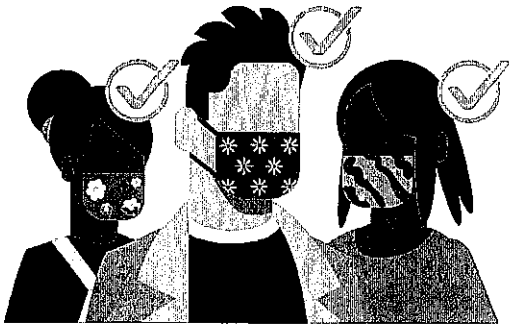
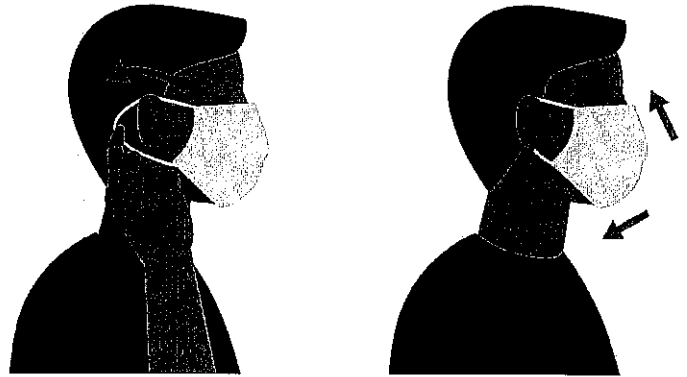
Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider	Notes
<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).	
<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.	
<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 <u>stress and anxiety</u> .	
<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.	
<input type="checkbox"/> Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.	
<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></p> <p><i>Contact information:</i></p>
<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.	
<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.	
<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 CLOTH FACE COVERING CORRECTLY

- Wash your hands before putting on your cloth 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 CLOTH FACE COVERING TO PROTECT OTHERS

- Wear a cloth 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 cloth 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 cloth face covering correctly for maximum protection
- Don't put the cloth face covering around your neck or up on your forehead
- Don't touch the cloth face covering, and, if you do, wash your hands or use hand sanitizer to disinfect

Checklist: Planning for Virtual or At-Home Learning

Setting up for Virtual or At-Home Learning

Actions to take and points to consider	Notes
<input type="checkbox"/> Try to attend school activities and meetings. Schools may offer more of these virtually. These meetings can be a way to express any concerns you may have about the school's plans.	
<input type="checkbox"/> Create a schedule with your child and make a commitment to stick with it. Structure and routine can greatly help your child from falling behind with assignments. Discuss your family's schedule and identify the best times for learning and instruction, as well as family-oriented physical activity, such as walks outside. A family calendar or other visuals could be useful for keeping track of deadlines and assignments.	
<input type="checkbox"/> Try to find a space where you live that's free of distractions, noise, and clutter for learning and doing homework. This could be a quiet, well-lit place in your dining room or living room or a corner of your home that could fit a small table, if available.	
<input type="checkbox"/> Identify opportunities for your child to connect with peers and be social—either virtually or in person, while maintaining physical distance.	

Planning for Virtual or At-Home Learning

Actions to take and points to consider	Notes
<input type="checkbox"/> Find out if there will be regular and consistent opportunities during each day for staff and student check-ins and peer-to-peer learning.	
<input type="checkbox"/> Find out if students have regular opportunities for live video instruction by teachers or if they will primarily be watching pre-recorded videos and receive accompanying assignments.	
<input type="checkbox"/> Ask if the school will offer virtual or socially distanced physical activity. If not, identify ways to add physical activity to your child's daily routine.	
<input type="checkbox"/> Ask your school what steps they are taking to help students adjust to being back in school and to the ways that COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs, and peer/social support groups.	



<input type="checkbox"/> If your child participates in school meal programs, identify how your school district plans to make meals available to students who are learning virtually at home.	
<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 during virtual at-home learning.	
<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 during virtual at-home learning.	
<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 during virtual at-home learning.	
<input type="checkbox"/> If you anticipate having technological barriers to learning from home, ask if your school or community can provide support or assistance for students without appropriate electronic devices for schoolwork (like a computer/laptop or tablet).	
<input type="checkbox"/> If your school offers a hybrid model, 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.	

Mental Health & Social-Emotional Wellbeing Considerations

<i>Actions to take and points to consider</i>	<i>Notes</i>
<input type="checkbox"/> Watch for and anticipate behavior changes in your child (e.g., excessive crying or irritation, excessive worry or sadness, unhealthy eating or sleeping habits, difficulty concentrating), which may be signs of your child struggling with <u>stress and anxiety</u> .	
<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.	
<input type="checkbox"/> Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.	
<input type="checkbox"/> Ask your school about any plans to support <u>school connectedness</u> to ensure that students do not become socially isolated during extended periods of virtual/at-home learning.	
<input type="checkbox"/> Check if your school has any systems in place to identify and provide mental health services to students in need support. If so, identify the point of contact for these services at your school.	<p><i>Name of school point person:</i></p> <p><i>Contact information:</i></p>

<input type="checkbox"/> Check if school has a plan to help students adjust to virtual/at-home learning and more broadly, to the ways COVID-19 may have disrupted their daily life. Supports may include school counseling and psychological services, social-emotional learning (SEL)-focused programs and curricula, and peer/social support groups.	
<input type="checkbox"/> Identify opportunities for your child to be physically active during virtual/at-home learning.	
<input type="checkbox"/> Check if your school will provide virtual/at-home training for students in mindfulness, incorporating SEL into classroom curriculum, or <u>stress and coping supports</u> for your child.	
<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 	