

# Back to School Planning:

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Guiding Checklists from the CDC

The Link:

[COVID-19: Checklists to Guide Parents, Guardians, and Caregivers](#)



# Objectives

- Planning for in-person classes
- Planning for virtual or at-home learning
- Resources to navigate stress and uncertainty

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# HOUSEHOLD RISK CHECKLIST

Yes

No

Don't Know

1. The level of COVID-19 in my child(ren)'s school is moderate to high, based on the information provided by the school or health department.<sup>1</sup>

2. The level of COVID-19 in my community is moderate to high based on the [number of new cases \(20 per 100,000 persons or more\) or percent positive tests \(5% or higher\) reported](#) by my local health department in the past 14 days.<sup>2</sup>

3. My child has an [underlying condition](#) that increases their risk for severe illness from COVID-19.

4. Someone who lives in the household with my child or who cares for my child is at increased [risk for severe illness](#) from COVID-19.

<sup>1</sup>Contact your school district or health department for more information.

<sup>2</sup>See CDC's [Indicators and Thresholds for Schools](#) for more information.

## Back to In-Person Learning

Accessible version: <https://www.cdc.gov/coronavirus/2019-ncov/communities/schools/childrens-decision-tool.html>

You can use this checklist to consider and prepare for in-person learning. If you select "Yes" for most items, you may want to consider in-person learning for your child. If you select "No" or "Unsure" for any item, consider working with your school to address any potential questions or concerns for in-person learning. See CDC's [Considerations for Operating Schools during the COVID-19 pandemic](#) to learn more about potential strategies schools may implement to slow the spread of COVID-19.

In-Person Learning Checklist	Yes	No	Unsure	Not Applicable
I am aware of my school's plans for in-person learning during the COVID-19 pandemic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable with my school's plans for reducing spread of COVID-19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I believe my school has the resources needed to effectively implement their plan (e.g., staffing, supplies, training).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel comfortable with my school's plan if a student or staff member has symptoms or tests positive for the virus that causes COVID-19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with how my school communicates with families about changes to the school's COVID-19 plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with how my school is addressing parents' or caregivers' concerns and questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child knows how to properly wear a mask and understands the importance of doing so.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child can wear a mask for an extended period of time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child can follow instructions and stay at least 6 feet away from other people in the classroom, while waiting for the school bus, and in other settings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child has a reliable mode of transportation to and from school (e.g., school bus, carpool, walk/bike, public transit).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with how my child's mode of transportation to and from school is reducing the risk of spreading COVID-19 (e.g., decreased bus/transit capacity, wearing masks, increased cleaning and disinfecting practices).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



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

## Interactive Decision-Making Tool (PDF)

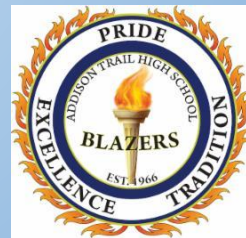
Interactive tool to help you weigh the risks and benefits

- Download
- Edit and save
- Print

You can also see a non-interactive version of the checklists below on this page.

pdf icon

Personal Decision-Making Tool [232 KB, 3 pages -- Back to In-Person Learning, Virtual At-Home Learning, & School-Based Services (IEPs) Checklists]



# Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider

## TALK WITH YOUR CHILD...

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).

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.



# Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider

ANTICIPATE & WATCH FOR CHANGES...

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.



# Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider

ANTICIPATE & WATCH FOR CHANGES...

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.

Ask your school about any plans to reduce potential stigma related to having or being suspected of having COVID-19.



# Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider

## MENTAL HEALTH SUPPORT SERVICES:

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.

Name of school point person: Contact information: YOUR STUDENT's COUNSELOR or ANY PPS Staff member.



# Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider

## HELP WITH STUDENTS ADJUSTING

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.



# Mental Health & Social-Emotional Wellbeing Considerations

Actions to take and points to consider

## HOW TO HELP YOUR STUDENTS ADJUST

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.

**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



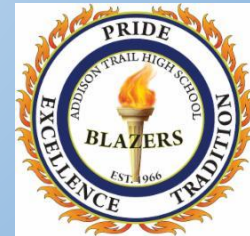
# FREE GRIEF SUPPORT:

**<https://www.fvhh.net/get-help/>**

Bereavement care offered by Fox Valley Hands of Hope is available to the entire community, free of charge.

A licensed clinician will assess your needs and determine a direction of care – including a short-term referral, more information, or longer-term support with a trained bereavement volunteer. FVHH also offers a range of support groups designed to serve individuals and entire families. Spanish interpretation is available.

(Although located in Geneva, they will provide groups in our schools but are currently running virtual groups during Remote Learning.)



# Resources (Governmental)

## Resources to navigate stress and uncertainty

Below are governmental resources that can help parents, guardians, and caregivers navigate stress and uncertainty and to build resilience for you and your children heading into the school year.

- [CDC Stress and Coping During the COVID-19 Pandemic](#)
- [CDC Parent Portal](#)
- [CDC Children's Mental Health](#)
- [Bullying Prevention Resources](#)
- [Children and Youth with Special Healthcare Needs in Emergencies](#)



# Resources (Non-Government)

- [Collaborative for Academic, Social, and Emotional Learning Collaborative for Academic, Social, and Emotional Learning \(CASEL\) SEL Resources and Guidelines for Educators, Parents, and Caregivers](#)
- [Kaiser Permanente Thriving Schools Resources for Schools and Families Impacted by COVID-19](#)
- [Parent/Caregiver Guide to Helping Families Cope with the Coronavirus Disease 2019 \(The National Child Traumatic Stress Network\)](#)
- [Resources for Helping Kids and Parents Cope Amidst COVID-19 \(American Academy of Child and Adolescent Psychiatry\)](#)



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