CRISIS GO

2020

SSEM

Standard School Entry Method During a Pandemic

ENTRY

QUARANTINE

AT RISK

REMOTE STAFF LEARNER

NON-CERTIFIED

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(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

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ABOUT CRISISGO

Safety is a shared responsibility, and we're dedicated to creating solutions that help your schools be better equipped to handle all aspects of a crisis. Today the challenge for all school districts across the country is to return to school in a COVID-19 environment.

CrisisGo is a safety platform built to respond to any and all crises. In the last 3 months we have been preparing to help school districts get back to school. Working with our partners including **IASA and AASA**, we have assembled the first beta version and we hope this document can assist your district in student entry management.

With CrisisGo safety technology, your schools can be better prepared to respond to a crisis –anytime, anywhere, from any device. See how our suite of safety solutions can help your schools mitigate potential crises, prepare your teachers, staff, and students, reduce response times, and organize your recovery efforts. But don't take our word for it! We work with over 700 districts and schools across the country to provide safer learning environments that empower stakeholders to be part of the safety solution.

Mission

Helping people in organizations help keep themselves and others safe through better communication, technology and teamwork.

Terms of Use

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ABOUT THIS DOCUMENT

CrisisGo has been a leader in school safety software focused on empowering every individual in the organization to become part of the safety network of the organization. Communication is CrisisGo's core focus, as most improvements in crisis response have been achieved through better communication.

CrisisGo listened to our customers early when they were struggling with COVID-19 and engaged. Through a crowdsourcing project done in collaboration with Jeff Kaye from School Safety Ops, over 300 COVID-19 specific questions were asked of over 200 school district personnel. These questions focused on the challenges the schools had in the spring of 2020 in dealing with remote learning and meal distribution, but also challenged these leaders on what the return to school challenges might be in a COVID-19 environment.

Using the data to drive new product development, CrisisGo has assembled a suite of specific tools to help school districts return to school in a COVID-19 environment more safely.



Everyone's Responsibility

It is everyone's responsibility to help stop the spread of the COVID-19 virus and to keep our schools and communities safe. It is for this reason the Standard School Entry Method (SSEM) was developed. With that being said, everyone (students, staff, parents, and visitors) must know what to look for when they are assisting in the SSEM screening process and while walking about their campuses. Below is a list of the symptoms believed to be associated with the COVID-19 disease:

(https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html)

People with COVID-19 have had a wide range of symptoms reported — ranging from mild symptoms to severe illness. Symptoms may appear 2-14 days after exposure to the virus. People with these symptoms may have COVID-19:

- Fever or chills
- Cough
- Shortness of breath or difficulty breathing
- Fatigue
- Muscle or body aches
- Headache
- New loss of taste or smell
- Sore throat
- Congestion or runny nose
- Nausea or vomiting
- Diarrhea

This list does not include all possible symptoms. CDC will continue to update this list as we learn more about COVID-19.

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INCIDENT COMMAND SYSTEM



Above is the standard ICS Model and applies to all of these programs. In this case the incident commander (IC) is likely the school's administrator (Principal). While they will have overall responsibility for the administration of this program, they will likely not have direct oversight. This program would fall under the Operations Section and will likely fall under one of the following: Health Nurse, Assistant Principal, Dean of Students, etc.

It will be important to establish strong communications with all of the stakeholders. This will be handled by the PIO.

Incident Command System

Incident Commander (IC): The IC is likely the school administrator (Principal) has overall responsibility for the implementation of the Standard School Entry Method (SSEM).

Safety Officer: The Safety Officer reports directly to the IC has the overall responsibility to ensure the operations are conducted in accordance with required safety practices and current protocols.

Public Information Officer (PIO): The PIO reports directly to the IC and has the responsibility to ensure all communications are conducted with a clear and unified message. All messages should be approved by the IC prior to distribution and should address all stakeholders (to include, but not limited to; non-English speakers, those with Access and Functional Needs, etc.).

Operations Section: The Operations Section is responsible for carrying out and implementing the Incident Action Plan to ensure that the set of objectives has been achieved. The actual SSEM program is a function of the Operations Section.

Planning/Intelligence: The Planning Team is part of the Incident Command System and is responsible for the creation of the Incident Action Plan IAP) for school entry by students, staff and visitors. Identify entry management teams at each facility. Train the entry management teams and monitor entry activity and when required, adjust the plan based on the data. The Planning Team is also responsible for ensuring that all required documentation is completed and submitted in a timely manner. Maintain constant communication with the Entry Management Teams. The Planning Team will be required to complete a daily and weekly After Action Report which describes the processes that worked well, those processes which need to be improved upon, and recommendations to improve the overall Standard School Entry Method.

Logistics: The Logistics Section is responsible for providing support, supplies, resources, and materials for the successful completion of the operations; i.e., tables, computers, IT support, Personal Protective Equipment for the team members, hand sanitizer and cleaning supplies for the team members and public (Students and Staff) passing through the SSEM.

Finance/Administration: The Finance/Administration Section is responsible for the documentation of all costs, expenses, financial contracts, time keeping, payroll, procurement of supplies (requested by Logistics), and any documentation required for reimbursement submission requests. *(IF IT IS NOT DOCUMENTED, IT DOESN'T GET REIMBURSED.)*

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STANDARD SCHOOL ENTRY METHOD

Bus/Transportation

The Standard School Entry Method (SSEM) workflow begins when the students, staff, and visitors arrive on campus and begin the entry process. Buses/Transportation procedures vary greatly between districts and therefore one must make a determination how they are going to be treated within the SSEM process. The SSEM suggests two separate approaches. Both have their advantages and disadvantages. However, due the many challenges with providing regular bus/transportation to and from school, one must ask the questions; Is this service necessary; and are we going to continue to provide this service during this pandemic and require our families to provide their own transportation.

1. Treat the bus/transportation system as an extension of the school entry point. This means the bus stop where the students are picked up is the screening point where the students must establish their ability to enter the school once they actually arrive on campus. The bus driver would therefore be responsible for conducting the screening process and taking the temperature of the students prior to them getting on the bus. Once the bus arrives at school the students would be allowed to by-pass the screening process at the school and enter directly from the bus.

A. ADVANTAGES

i. All of the students are completely screened prior to entering the school bus keeping everyone on the bus safer and reducing the possibility of spreading the virus.

ii. This process distributes the workload to more people and reduces the congestion at the SSEM point of entry.

iii. Any issues that come up at the bus stop can be resolved by returning the student to the parent.

B. DISADVANTAGES

i. This will undoubtedly slow down the bus/transportation schedule and as such, the schedules will likely have to be adjusted.

ii. Since the bus driver will not likely have access to the computer systems, they cannot accept NON-CERTIFIED students.

iii. The only resolution to any issues that may come up is to return the child to their parent and have the parent take the student to school to resolve the issues that came up at the bus stop.

iv. This will likely cause many cases where the bus drives don't feel comfortable making a judgement call decision in the field; i.e., the student has a slightly elevated temperature (99 or 100 degrees) but does not meet the COVID-19 thresholds.

2. Treat the bus/transportation system as a transportation vehicle with the sole purpose of transporting students from their pickup site to the school. Once they arrive at school, all the students would then be required to enter the SSEM screening and verification process with all of the other students, staff and visitors.

A. ADVANTAGES

i. This process is quicker will get the students to school on schedule

ii. Reduces the burden on the bus drivers from requiring them to conduct a screening process which they are not necessarily equipped to complete with any degree of integrity.

iii. Reduces the need to purchase expensive equipment for use on the buses

iv. Reduces the need to pay for additional training for the bus drivers

B. DISADVANTAGES

i. If there is someone who is symptomatic of the virus, and they are placed on the bus, there is an elevated risk of exposing everyone on the bus to the virus.

ii. This process increases the burden of completing the entire screening process on those who are at the school site and will likely slow the screening process.

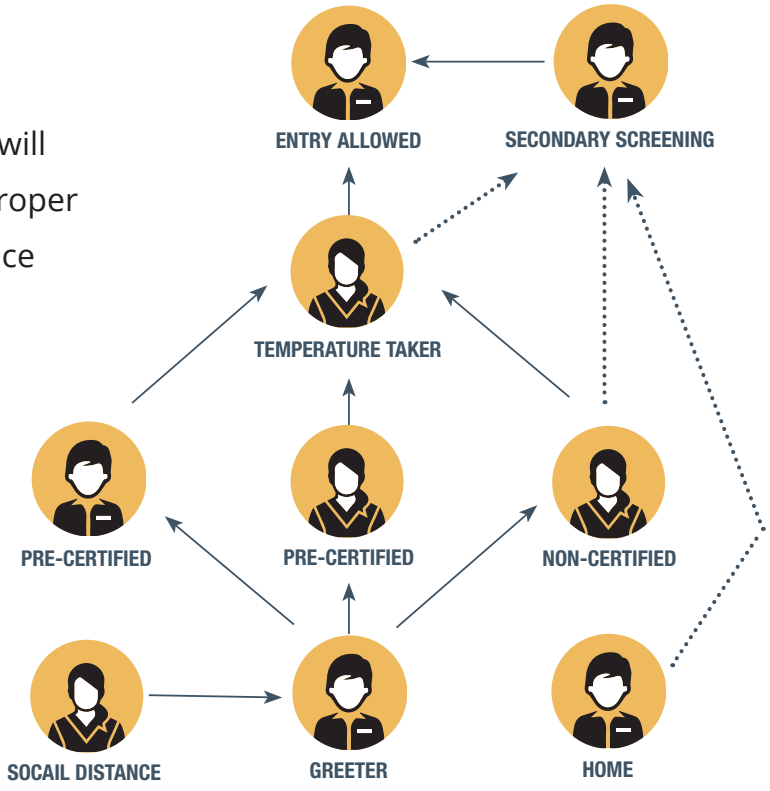
iii. Once the students have entered the screening process, and an issue develops, they will have to be isolated and their parents will need to be notified to come get them.

C. Students will enter school grounds and proceed to the point of entry (Single or multiple entry, depending on school configuration. The SOCIAL DISTANCE PROMOTER will maintain the social distancing between students and staff and ensure all are wearing appropriate PPE. Entrants will be directed to the entry point for ENTRY VERIFICATION.

D. Once in the entry process flow, the entrants will be greeted by the GREETER and directed to the appropriate entry screening/verification station; Pre-Certified entry with a smartphone (entry badge); Pre-certification entry with a barcode (Student Identification); Non-Certified entry for those who have not completed the Pre-certification process.

E. Once the entry certificate has been verified, or completed, the entrant will be directed to the TEMPERATURE TAKER to verify the entrant does not have an elevated temperature. If the entrant has additional information or certification issues, they will be directed to Secondary Screening for final determination to allow entry into the building.

F. If the entrant is denied entry, they will be directed to return home and the proper notifications will be made in accordance with the established protocols.



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POTENTIAL REIMBURSEMENT

Reimbursement claims and submission requests are the responsibility of the Finance/ Administration Section within the Incident Command System. In many cases, there is the potential for reimbursement for costs incurred for the emergency response to, and management of the Covid-19 virus in a school setting. While there is potential for reimbursement for costs related to the Covid-19 virus, they vary greatly from state to state. However, there will be no reimbursement without the proper documentation for the costs incurred as a result of your efforts. Typically, reimbursable costs can be pretty broad, but there are many rules which must be followed. It is always best to document all expenses you believe MAY be reimbursable, then submit only those which are actually reimbursable based on your individual state AND federal representatives' guidelines. Generally, the purchase of fixed assets are not reimbursable (but there are certain exceptions). As an example; FEMA would rather you rent a bus, than buy a bus; even if the rental fees would exceed the purchase price of the bus. *CONSULT WITH YOUR LOCAL EMERGENCY OPERATIONS CENTERS FOR GUIDANCE AND ASSISTANCE REGARDING THE REIMBURSEMENT PROCESS IN YOUR REGION.*



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TEAMS

Planning Team

The Planning Team is part of the Incident Command System and is responsible for the creation of the Incident Action Plan IAP) for school entry by students, staff and visitors. Identify entry management teams at each facility. Train the entry management teams and monitor entry activity and when required, adjust the plan based on the data. The Planning Team is also responsible for ensuring that all required documentation is completed and submitted in a timely manner. Maintain constant communication with the Entry Management Teams. The Planning Team will be required to complete a daily and weekly After Action Report which describes the processes that worked well, those processes which need to be improved upon, and recommendations to improve the overall Standard School Entry Method.

Incident Action Plan (IAP) — The IAP should articulate the entire process and as part of the IAP, there should be processes established to address positive COVID-19 cases with anyone who enters campus.

(THE IAP SHOULD ARTICULATE THE ENTIRE PROCESS AND AS PART OF THE IAP, THERE SHOULD BE PROCESSES TO ADDRESS POSITIVE CASES; THOSE WHO ENTER THE SSEM PROCESS, BUT ARE REJECTED [DE-CERTIFIED] FOR ANY REASON [HIGH TEMPERATURE, SHOWING SYMPTOMS, REFUSES OR IS NON-COMPLIANT IN COMPLETING THE PROCESS; OR REFUSE TO WEAR THE PROPER PPE).

Entry Management Team

Entry management teams are responsible for an orderly and safe entry of all permitted people into the schools. This team is comprised of:

- Incident Commander
- Safety Officer
- Social Distancing Promoter
- Greeter
- Pre-Certified Entry Officer for people with Visible Badges
- Pre-Certified Entry Officer for people without Visible Badges
- Non-Certified Entry Officer
- Temperature Taker
- Secondary Screener (School Health Official)
- Bus/Transportation



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ROLES AND TASKS

Incident Commander

Coordinate Priorities, Objectives, Strategies and Tactics for an accountable, safe entry into the facility.

Safety Officer

The Safety Officer is responsible for the overall safety of the SSEM program, and ensures all people on the SSEM team are abiding by the established safety protocols and policies. The Safety Officer is also responsible for safety of team members and visitors. May conduct screening as staff, students and volunteers arrive. May frequently dispense hand sanitizer *(SANITIZING STATIONS SHOULD BE ESTABLISHED SO THEY CAN BE SELF-ADMINISTERED).*

Social Distancing Promoter

Encourages 6-foot separation between all people arriving at the school and ensures that all of the established social distancing and personal protective equipment (PPE) protocols are followed prior to entering the SSEM process.

Greeter

Greets parent/guardian/staff/visitors, informs arrivals of the entry process and designates the appropriate line based on their certification status.

Pre-Certified Entry Officer – with visible badge (Smartphone)

This role has no direct contact with people arriving but views digital badges of each person attempting to enter the facility. These badges will be green and display the person's name, and the entry date on the face of the digital badge. Once the digital badge

has been verified, this person will direct the people to the Temperature Taker Station for final verification.

Pre-Certified Entry Officer – no visible badge

(Student Identification Barcode or Student ID Number)

Has no direct contact with people arriving but captures name and id if possible, to determine if the person has a digital badge that meets the criteria to enter the facility. These badges will be green and display the person's name, and the entry date on the face of the digital badge. This person will need a computer to confirm the badge status. These people lack a digital device but were pre-certified earlier. Once the digital badge has been verified, the person will be directed to the Temperature Taker for final verification.

Non-Certified Entry Officer

(No Pre-Certification Survey was completed)

This role is recording the answers to the symptoms check and temperature of the arriving person. If the person meets the criteria to enter the facility, a green badge will display. The individual will not get a badge, but the record will show compliance, and they will be directed to the Temperature Taker for final verification.

Temperature Taker

This role will take the temperature upon arrival of all people who have met the certification criteria without contact to serve as the final verification to allow entry. and report the temperature to the Non-Certified Entry Officer.

SECONDARY SCREENING

School Health Official

This person is responsible for settling any issues in the Secondary Screening station which cannot be resolved by staff in the Secondary Screening station.

Those wishing to gain entrance to the building will need to either complete the Pre-Certification survey, or complete the process with the Non-Certified Entry Officer. For those who cannot be validated, or there are some questions/issues which need to be resolved will be directed to the Secondary Screening station. The Secondary Screening staff will attempt to resolve any issues through the use of established protocols and procedures. If an issue cannot be resolved by Secondary Screening staff, that issue will be elevated to the School Health Official for resolution. Some of the responsibilities of the Secondary Screening staff will include, but are not limited to:

1. Temperature verification
2. Parental notification
3. Language barrier issues
4. Credentialing verification (visitors, parents, and contractors)
5. Entrant Isolation due to signs of illness and/or elevated temperature
6. Issue Resolution (decision to whether a person may enter the building: i.e., temperature is slightly elevated but does not reach the established threshold.)

8 PROCESS AND STAKEHOLDER NOTIFICATION

Parent Role and Responsibility

Search mail

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School Pre-Visit Mandatory Certification for Student

Tim Dodds <tim@ink-42.com> April 25, 2018, 12:37PM
to me

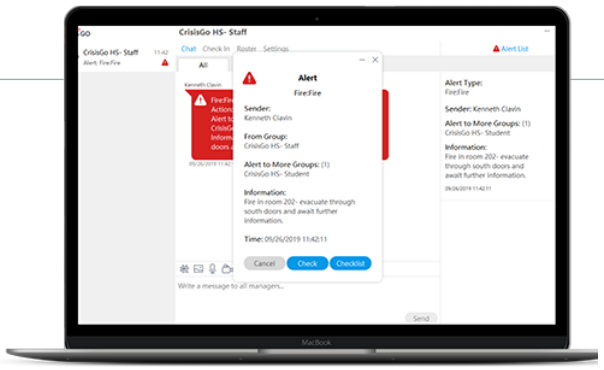
Dear parent,
Your child name: Marry Larris

Due to COVID-19, the state of Illinois has implemented a special COVID-19 Pre-Visit Process to protect our students and staff.

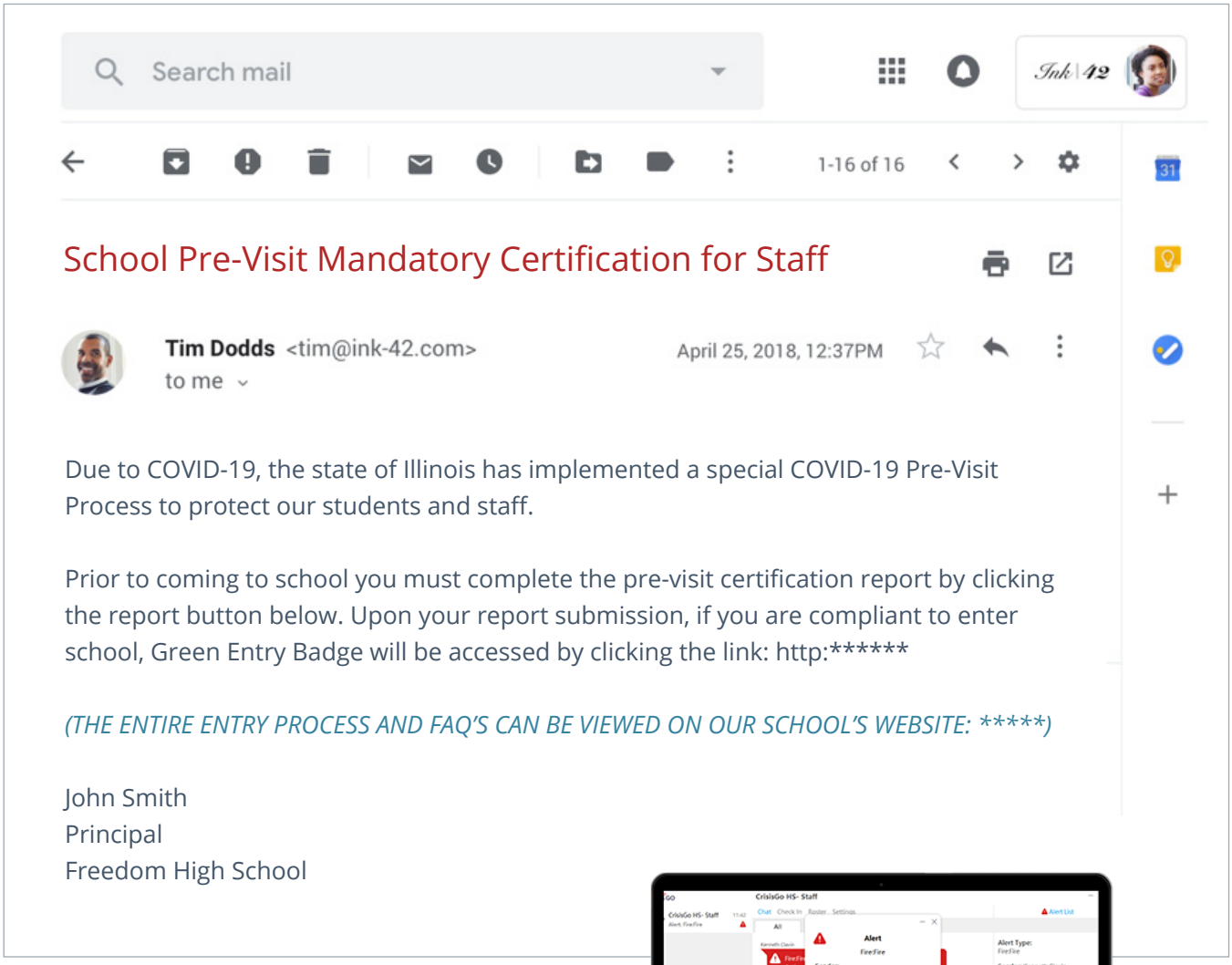
Before your child comes to school you must complete the pre-visit certification report for your child by clicking the report button below. Upon your report submission, if your child is compliant to enter school, Green Entry Badge will be accessed by clicking the link: http:******

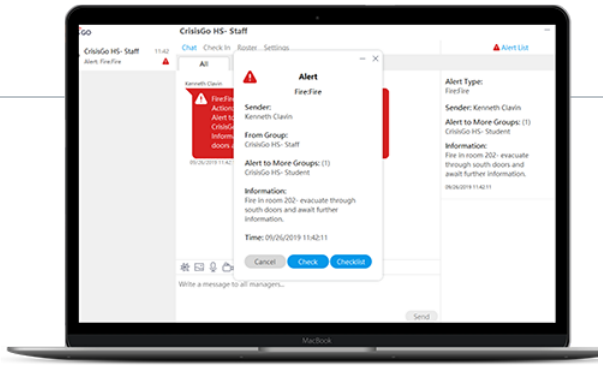
*(THE ENTIRE ENTRY PROCESS AND FAQ'S CAN BE VIEWED ON OUR SCHOOL'S WEBSITE: *****)*

John Smith
Principal
Freedom High School

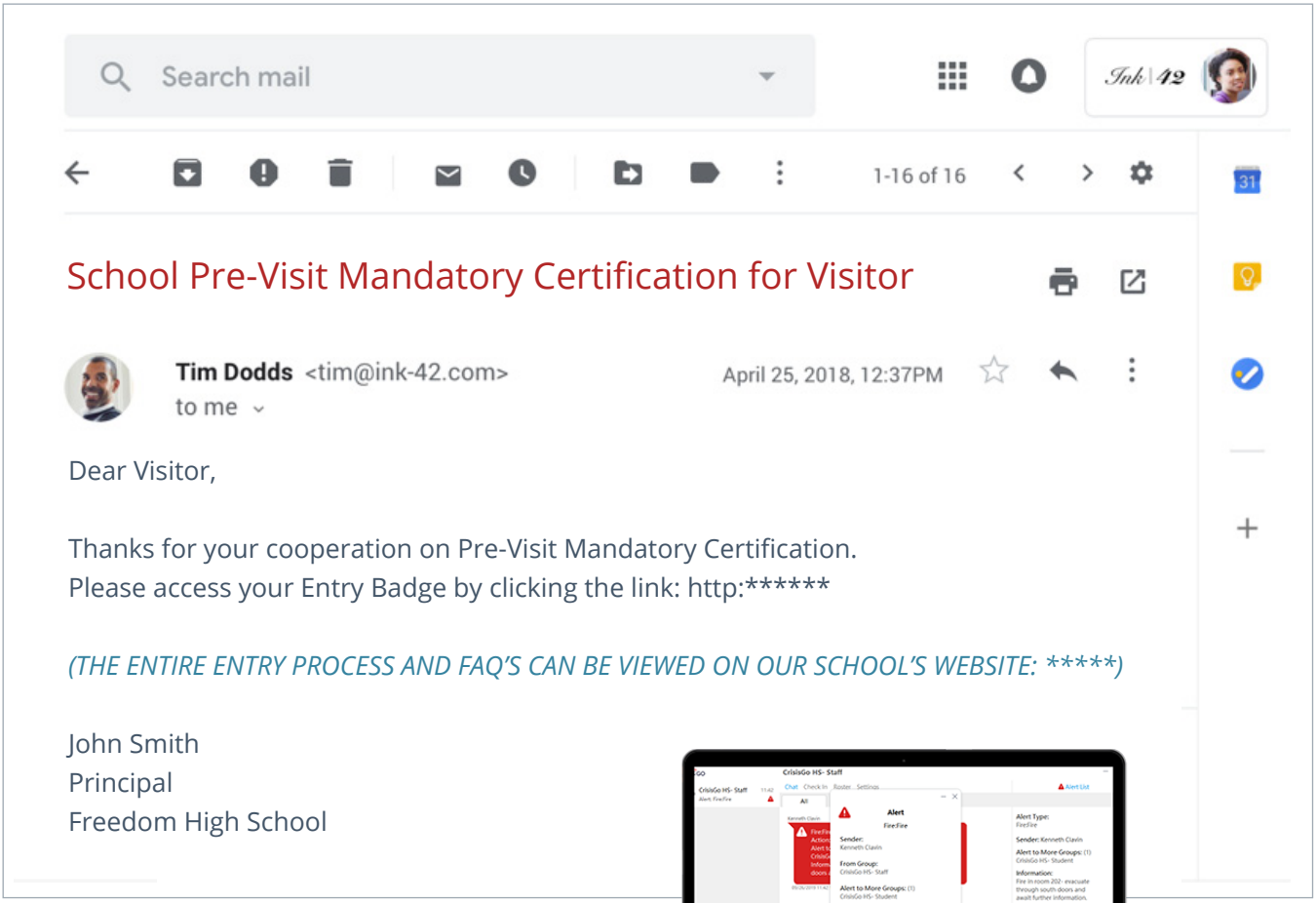


Staff Role and Responsibility





Visitor Role and Responsibility



Notification

- All staff, students and visitors will need to comply with the law for certification of temperature and symptoms checks.
- Bus drivers can verify badges if required to board the bus.
- Visitors arriving at the facility without prior knowledge will be able to scan the QR code on the poster located outside the door and complete the pre-visit questions prior to gaining access to the building. Immediately after the questionnaire is completed, the temperature of the individual would need to be taken and added to the form prior to admission to the facility.

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ESTABLISHING ENTRY REQUIREMENTS

Each morning, the parent of the student and all staff members will be emailed a questionnaire which will determine the Digital Entry Badge Level (DEB). Based on the answers provided, the student or staff member will be issued a corresponding color of Digital Entry Badge which will provide the Entry Management Team instant visual validation of their status. **ONLY** a student or staff member possessing a **GREEN** DEB will be allowed to enter the school building. Those who are issued a **YELLOW**, **RED**, or **BLUE** badge will NOT be allowed to enter the building. Each DEB will be valid for only the day in which they were issued. If for any reason, the student or staff member is unable to complete the pre-certification questionnaire, they will need to contact the Non-Certification Officer to complete the process manually.



10

DIGITAL ENTRY BADGES



Entry Allowed

- **GREEN** – **Entry** - Not COVID-19 positive, no COVID symptoms, no elevated temperature, not near COVID-19 confirmed person in last 14 days.
- Students and Staff members who are assigned a GREEN DEB will be allowed to enter the building, but will still be required to follow current social distancing and COVID-19 reduction procedures (i.e., wear a face mask or covering, wash hands regularly, maintain proper social distancing and separation, etc.)
- Depending on circumstances, students and staff may be required to show their DEB at various times during the school day to gain entry into designated areas, or programs (i.e., outbuildings, athletic programs, clubs, and extracurricular activities).



Quarantine Required

- **YELLOW** – **Quarantine** – COVID-19 symptoms or near COVID-19 confirmed person in the last 14 days.
- Students and Staff who are assigned a YELLOW DEB will not be allowed entry into the building or allowed to remain on school grounds.
- Students and Staff will with this designation will be required to quarantine themselves for a 14 day period and will need to complete the pre-certification survey process and possess a GREEN DEB prior to returning to school.



At Risk

- **RED** – **COVID-19 positive**
- Students and Staff who are assigned a RED DEB will not be allowed entry to the building or allowed on school grounds.
- Students and Staff with this designation will be required to self-quarantine for a minimum of 14 days, get a medical clearance, AND complete the pre-certification process and possess a GREEN DEB prior to returning to school.

Remote Learner or Staff Member

- **BLUE – Remote learner or Staff Member**
- Remote worker or learner for the day, will not come into a school district facility and does not have COVID-19, symptoms, or elevated temperature, or near a COVID-19 confirmed person in the last 14 days.
- Since the BLUE DEB certifies Students and Staff will not come to campus, those who possess a BLUE DEB will not be allowed access to the building unless they complete the pre-certification process a second time and possess a GREEN DEB.

Non-Certified (Further Action Required)

- **GREY– Non-certified**
- This indicates that the student, parent, visitor or staff member was unable to complete the pre-certification survey process and did not complete the questionnaire.
- Those who have not completed the pre-certification survey process will need to complete the process manually and will need to contact the NON-CERTIFIED Entry Officer. The NON-CERTIFIED Entry Officer will assist in the completion of the certification process and attempt to resolve any issues which may arise.
- Should there be any issues which cannot be resolved at this station, the person will be directed to the Secondary Screening Station for final resolution.

11 FACILITY CONSIDERATIONS AND CHARACTERISTICS

While this is not a comprehensive Pandemic Response Method, there should be considerations made to ensure the SSEM entry point is well maintained and regularly cleaned by janitorial personnel. Depending on the physical makeup of your facility, there will need to be considerations taken to address multiple entry/exit points and how the primary entry point is configured. Special attention needs to be given to those who have Access and Functional Needs.

Accommodations need to be made to ensure equal access for everyone who wishes to enter our school facilities. Refer to your Access and Functional Needs Appendix in your Emergency Operations Plan. (See the Workflow chart to assist with facility modifications to ensure the integrity of the process.)

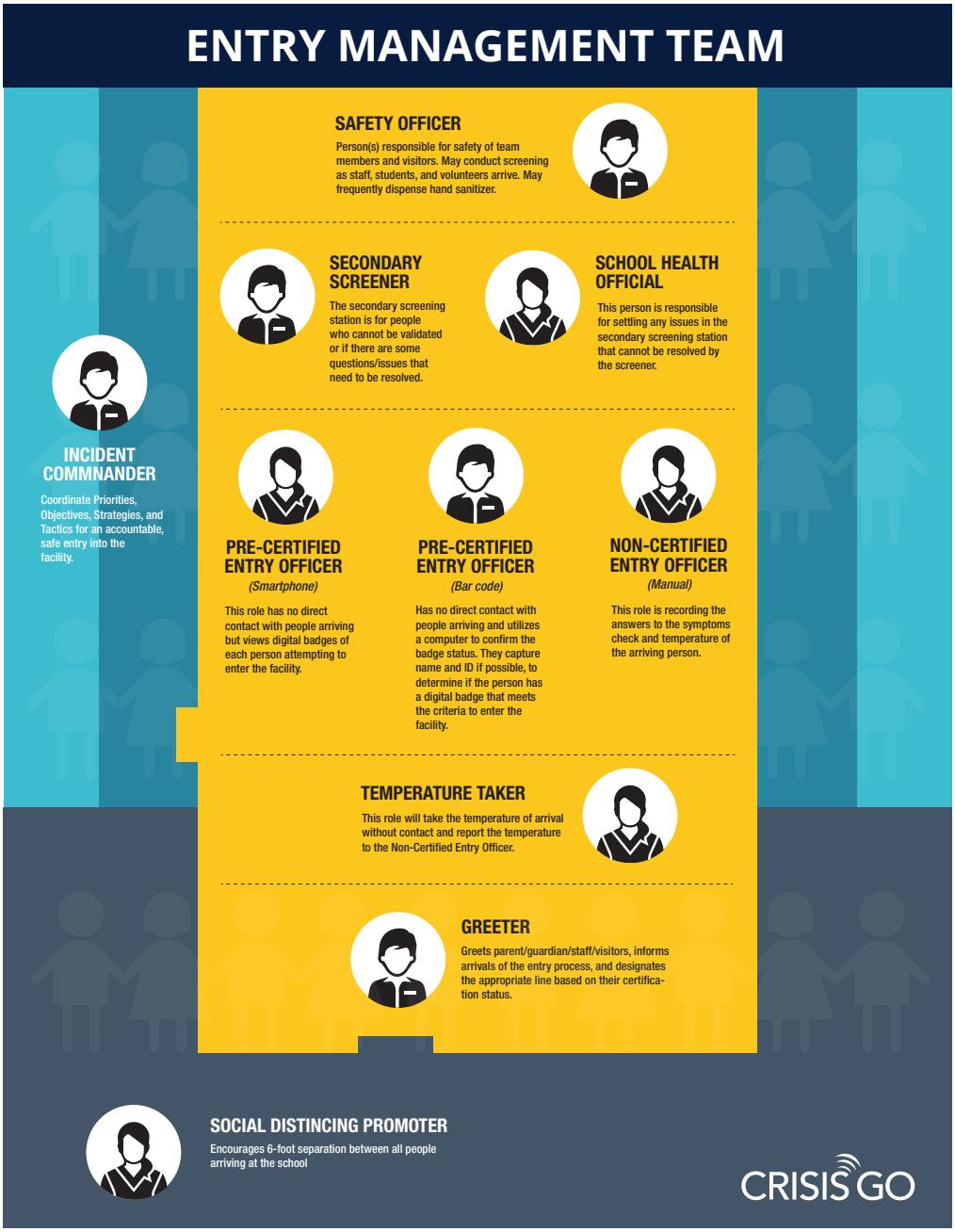
Single Point of Entry

The vast majority of school facilities are capable of maintaining a single entry point of entry, but have several exit points. The single entry point is the best configuration to control the entry to a school facility. However, attention still needs to be paid to the exit points to ensure people who have not been certified and validated don't gain unauthorized entrance.

Multiple Points of Entry

In many regions of the country, schools were designed with little access control or consideration for the environment we find ourselves in today. Therefore, these facilities are very difficult to control access to them. Suffice it to say, the fewer entry points you have, the easier it is to control the access to your school. However, if you are required to have multiple entry points, you will need multiple Entry Management Teams. Each team should be set up and staffed similarly and dependent on the physical makeup of the access point, the number of staff required to conduct the SSEM at that location,

and the anticipated volume of students, staff and visitors to be screened. At a minimum, the following stations should be required, but may be combined to reduce the number of staff required for the screening process: Social Distance Promoter/Greeter, Pre-Certified Entry Officer, Secondary Screener, and Temperature Taker. As the volume of entrants increases, so does the number of staff required to screen for entrance.



12 ELEMENTARY SCHOOL PRE-CERTIFICATION PROCESS

The elementary school setting poses some very unique challenges when working with digital solutions. Typically, the students do not have continued access devices capable of utilizing the digital solutions like the SSEM screening process. However, in the upper grades of the elementary school (4th, 5th, and 6th grades) we begin to see more and more regular usage and access to devices. In many instances, schools who issue devices for regular instructional programs begin to issue these devices as early as the 4th grade. In those cases and for those students, the Digital Entry Badge program should be pushed out to all devices issued by the district/school. Once the digital solution has been pushed to the district devices, the Pre-Certification process would be identical to that described above. In those cases where the student does not have access to a device, the process would be similar to the process described in the Pre-Certified (No Visible Badge) process, or the NON-Certified process.

A. In the Pre-Certified (No Visible Badge) process, the parent would be emailed the pre-visit screening survey and submit their responses to the school. Once the student arrives at school, they would enter the appropriate line/station and verify their certification to enter school. This can be accomplished manually, or digitally should the school issue identification cards with a QR Code or Barcode.

B. In the Non-Certified process, there has been no pre-visit screening survey completed. This may be for many different reasons, no access to the internet, lacks familiarity with digital processes, or a reluctance to enter data into a database. Whatever the reason, the survey and certification process will need to be conducted manually. This process can be conducted both digitally with a QR Code or Barcode if available, or completely manually with a Student Identification Number or name. The staff member assisting the student or parent, will conduct the survey and take the temperature of the student and assign the appropriate DEB to the student.

The elementary schools are going to have the same bus/transportation system issues as described in the SSEM “Bus/Transportation” section.

13

ALTERNATIVE ENTRY PROCESSES

When looking at the screening processes for the entry to any facility, regardless of the purpose, will be conducted in a similar manner; think TSA screening, or DisneyLand. Your objective is to get as many people through your entry point as possible, safely and abiding by the guidelines established to protect them from the spread of the COVID-19 virus. The TSA and Disneyland have similar objectives, including the virus and the typical threats to passenger and visitor safety.

Screening Process Similarities

TSA	SCHOOLS
1. Travelers, staff, contractors, and administrators make their way from their homes to the airport via several different modes of transportation; cars, buses, subways, taxis, rideshare services, etc.	**1.** Students, Staff, Parents and visitors make their way from their homes to the school via several different modes of transportation; cars, buses, subways, taxis, rideshare services, bicycles, etc.
2. When they arrive on the airport property, they make their way to the ticketing counter and get a boarding pass, or they complete their Pre-check in process online and receive their boarding passes online.	**2.** When they arrive on campus, they make their way to the screening process, with either your Digital Entry Badge (think boarding pass), or they go to the NON-Certified screening station to complete the certification process.
3. Once they have their boarding pass, they make their way to the TSA screening process	**3.** They present their DEB to the entry screeners for validation/verification and are allowed to pass, or are directed to secondary screening for further screening due to some issue which needs to be resolved.
4. At the screening station, the traveler presents their boarding pass and identification for validation and verification and are allowed to pass for physical screening (scanning or metal detector).	**4.** During the screening process data will need to be collected for various reasons: process improvement, validation of the process, contact tracing, public health and parental notifications, etc.
5. Once they have gone through physical screening they are allowed to continue to the gate, or are directed to secondary screening due to some issue that needs to be resolved.	
6. During the screening process data is collected for various reasons: process improvement, passenger tracing, safety prevention and concerns, security data, etc.	

While we can see the similarities in the processes, we also know that any process like this can be conducted with the use of technology, or completed manually. Whichever methodology you choose, understand that data must be collected. Technology allows us to collect the data more efficiently, effectively, automatically, and more accurately. Collecting data manually opens up the process to errors, slow tedious processes and human factors which potentially invalidate the data collection process. At some point the regulating and/or investigating agencies will come asking for the data you've collected, whether it is for contact tracing, exposure prediction, or community outreach. Having confidence in your data collection and retrieval is crucial keeping our schools and communities safe.



14 ALTERNATIVE ENTRY MANAGEMENT PROCESS (MAJOR COMPONENTS)

For various reasons, many school districts will elect to develop their own unique Entry Management Process (EMP). While processes will look very different from district to district, building to building, there are several components of the process which should be included in any of these processes in order to validate the process and accomplish your objectives:

1. The planning process

The planning process should include representation from the major stakeholders; Teachers (individually and collectively as a union or bargaining unit, students, families, substitute teachers, school administrators and board members, public health officials, special education students, community partners, emergency response agencies, etc.)

a. Through a collaborative process, clear objectives should be established to ensure the safety of all those who need access to our schools.

b. The planning process should establish clear simple steps for everyone to follow and processes which address issues that arise during the screening process.

c. There should be a step-by-step process directing everyone through the process from the moment (or before in the case of pre-screening and certification) they step onto campus, enter the screening process, and are allowed to enter the building, or are denied access to the building.

d. Critical Positions (described above); Bus drivers, social distance promoters, greeters, screening officers, temperature takers, secondary screeners, school health officials, safety officer, and incident commander.

2. Communications with all of the stakeholders.

It is necessary to keep the commu-nication channels open and the discussion frank to ensure the EMP is understood and the stakeholders have an opportunity to participate in the process.

3. Data Collection

Data collection is a critical part of the screening process. You will need data to drive your process. Data will be needed to track and schedule students. If used properly, data might be able to be used to predict hotspots and significant trends which show increases and/or decreases in cases. Data will certainly be used to assist with contact tracing and exposure notification by public health officials. The choice to use a manual data collection process does not relieve school officials of the requirement or responsibility to collect the necessary data.

4. Screening processes, protocols and procedures

The screening process has to account for the many different scenarios which may arise during the screening process (the traffic flow from the moment one enters campus through to gaining entrance to the school building; the normal operations protocols (how those involved in the screening conduct the normal screening process); and the procedures to establish guidelines on how to handling predictable conflicts.

5. Policies

Policies need to be establish covering a myriad of situations which are likely to arise during the screening process: i.e., how long does someone need to quarantine if they were exposed to the virus, but are showing no symptoms; if there was a student who tested positive, does the entire class need to quarantine for 14 days; if someone is showing signs of infection, but does not test positive, what do they need to do to return to school; etcetera.

6. Parental notification of exposures

It will be important to understand the local protocols for making official notifications concerning health related issues. It will serve you well to establish a clear picture of this as there may be some legal repercussions if this is mishandled.

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GUIDELINES

FEDERAL Guidelines

- FEMA
- US Department of Education
- CDC
- National COVID-19 Taskforce

STATE Guidelines

- State Department of Education
- State Public Health Department
- S tate Office Of Emergency Services

Local/Regional Guidelines

- Local Public Health Office
- Local/Regional Office of Emergency Management
- Local/County Education Office/ Education Service District/Center
- Local Education Agency

In the case of a COVID-19 positive case involving a student or staff member, please see CrisisGo's Close Contact Listing System to activate a search for all potential staff or students exposed.

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OTHER CONSIDERATIONS

Required policies should be in place concerning the following issues:

- Student or staff are COVID-19 positive
    - How long must they be absent from school?
    - What are the requirements for them to return to school?

- Are they going to need medical clearance, or are they going to need to have a negative test?
    - Who did they come into contact with before they were identified COVID-19 positive and how are you going to notify those they came into contact with?

- Student has temperature over 100.4 degrees Fahrenheit at school.
    - The same questions for being identified COVID-19 positive for the virus apply here with the one exception; that just because someone has a temperature of 100.4 degrees, does not mean they are positive for the COVID-19 virus.

- Bus driver tests positive for COVID-19.
    - The same questions for a positive COVID-19 identification apply here
    - Who did the bus driver come into contact with.
    - If the bus driver is a contracted employee, what are the policies of the contract employer and how does impact your services
    - What are your requirements of both the driver and the company for the return of that driver.

- Requirements to return to school after a student or staff have been out sick and have COVID-19 related symptoms.

- Entry Management Team safety personal protective equipment requirements.

- Quarantine procedures for those who cannot be certified for entry

- Protocols for providing instructional services for those who are not allowed entry and are required to quarantine for an extended period of time.

- Protocols for those students who have not been accounted for:
    - Those who have not certified in several days and have not come to school.
    - Those who are not participating in the traditional or remote learning processes.
    - Student outreach program.

- Access and Functional Needs.

- Students who have language barriers.

- Students who have Social/Emotional Learning concerns.

- Threat Assessment and other Emergency Procedures which occur during the SSEM process or other time during this modified school/learning environment.

- HIPPA/FERPA student and staff data/information protection guidelines. Your district should already have policies and procedures in place to address the proper handling of this protected information. There is nothing within this Pandemic that alters how this information is shared, or with whom it is shared: the student, the parents, public health officials, etc. Ensure your staff are well versed in the handling of this information.

- Substitute and other temporary employees: Since many of our employees are substitute teachers or other part time employees are older and fall in to the very vulnerable category for the COVID-19 virus, we need to address their vulnerabilities and how we address their needs separately.

- All legal and liability questions should be directed to the LEA's legal advisors.

INFOGRAPHICS

Symptoms of Coronavirus (COVID-19)

Know the symptoms of COVID-19, which can include the following:



Symptoms can range from mild to severe illness, and appear 2-14 days after you are exposed to the virus that causes COVID-19.

***Seek medical care immediately if someone has emergency warning signs of COVID-19.**

- Trouble breathing
- Persistent pain or pressure in the chest
- New confusion
- Inability to wake or stay awake
- Bluish lips or face

This list is not all possible symptoms. Please call your medical provider for any other symptoms that are severe or concerning to you.

CDC

cdc.gov/coronavirus

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Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



Stay at least 6 feet (about 2 arms' length) from other people.



Cover your cough or sneeze with a tissue, then throw the tissue in the trash and wash your hands.



When in public, wear a cloth face covering over your nose and mouth.



Do not touch your eyes, nose, and mouth.



Clean and disinfect frequently touched objects and surfaces.



Stay home when you are sick, except to get medical care.



Wash your hands often with soap and water for at least 20 seconds.

CDC

cdc.gov/coronavirus

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Learn More

www.crisisgo.com

CrisisGo's digital safety and crisis response platform offers a comprehensive approach to school safety that allows schools districts to manage the full scope of school safety. We believe that streamlined communication and collaboration is critical for both preventing and responding to emergencies., and our platform puts communication at the center of safety. Our platform allows schools to integrate IoT technology in order to cover the full scope of school safety needs.