

# Arrival and Symptom Screening Procedures



*The following guidance assumes a legal basis exists or will exist to require that students and staff wear a suitable face covering while at work/school or engaged in work/school activities. School systems should develop policies on face coverings in consultation with their legal counsel.*

## Arrival and Symptom Screening Procedure

If in consultation with the local public health officer, a school system determines that daily symptom screening is not necessary, schools should be prepared to implement screening if needed. School systems that lack the ability to implement screening when needed may be forced to shift to distance learning until they have that capability. It should also be noted that physical distancing during arrival (without symptom screening) will require implementation of many of the strategies described below.

## GENERAL PROCEDURES

These procedures are intended to limit the spread of the virus on school campuses by both checking for possible virus symptoms and exposure and by reducing the number of people on campus where possible.

When implementing screening procedures, check frequently for updated protocols from the CDC and local public health agencies as these will impact both the need for and the process used (possibly including new symptoms to screen for). Update your procedures accordingly.

### 1. Require all persons entering district/school facilities to submit to symptom screening

- a. Secure entrances to the campus to prevent entry before screening begins

### 2. Screening should consist of:

- a. A series of questions to determine if the person experienced any symptoms associated with COVID-19 (update questions based on guidance from local Public Health)
  - i. Do you have a new cough, nasal congestion, or runny nose?
  - ii. Are you experiencing shortness of breath or difficulty breathing?
  - iii. Are you having new muscle pain or fatigue?
  - iv. Do you have a headache (that is not normal for you)?
  - v. Do you have a sore throat?
  - vi. Are you experiencing a new loss of taste or smell?
  - vii. Are you experiencing nausea, vomiting, abdominal pain, or diarrhea?
  - viii. Do you have a new rash?
  - ix. Have you been exposed to anyone who has been tested positive for COVID-19 in the last 2 weeks?
- b. Temperature check for fever over 100 F (update on guidance from local public health)

### 3. Require all persons entering to wear a face covering or clear face shield, as specified below, with exceptions for medical and IEP decisions

- a. Face coverings should cover the nose, mouth, and chin

- b. Clear face shield should be used in place of a washable face covering under the following circumstances:
  - i. By employees who are likely to interact with a person who has a hearing impairment
  - ii. By students who attend school with a student(s) or staff member(s) who has a hearing impairment
  - iii. When providing or participating in form of therapy that requires the student/client and/or therapist to see the other person's face
  - iv. By students who cannot medically tolerate a face covering over the nose and mouth (as determined by a physician, school nurse or IEP team)

#### **4. Maintain physical distancing**

- a. If necessary, schedule arrival times to limit the number of people waiting for screening
- b. Post "stand here" signs or markers at 6-foot intervals
- c. Position the waiting area to allow people who are not waiting to maintain physical distancing when walking past those who are waiting
- d. If necessary, use multiple entry/screening points to allow more people to enter campus while maintaining physical distancing

#### **5. Minimize opportunities for mixing**

- a. Create systems that minimize the need for individuals to enter more rooms than are necessary
  - i. To avoid having all employees visit the office, develop systems to deliver mail, supplies orders, and copy orders to classrooms
  - ii. For students, use create a "soft-start" arrival period in classrooms to avoid pooling students in common use areas like playgrounds and cafeterias

### **If COVID-19-Like Symptoms Develop During the Day**

#### **Adults**

- 1. Require that the employee wear a face covering
- 2. Send the employee home immediately
- 3. If the employee was assigned to a classroom, consider moving the class to another room
- 4. Disinfect the workspace/classroom used by the employee

#### **Students**

- 1. Place a face mask on the student and place the student in the health office, or designated COVID patient area, with as much room around them as possible
- 2. If possible, use separate areas for students with COVID symptoms and for students with non-COVID symptoms
- 3. Contact parents to request their student be picked up

### **Equipment and Supplies**

#### **1. Employees who use a thermometer for temperature checks will be unable to maintain physical distancing. Appropriate personal protective equipment for this role includes cloth face covering, clear face shield, and disposable gloves**

- a. Care should be taken to not touch others during screening
- b. If the screener inadvertently touches a person they are screening, they should change gloves or use hand sanitizer on the gloves before screening the next person

#### **2. Each screening station should also be equipped with:**

- a. Two "no-touch" thermal scan thermometers, one of which will be kept in reserve in case the other malfunctions
- b. Extra disposable gloves for the person using the thermometer
- c. Hand sanitizer for screeners to use as needed
- d. Open top trash can
- e. Disposable masks for students who did not bring a face covering with them

## **PROCEDURES FOR EMPLOYEES**

- 1. Require that employees submit to symptom screening as described below**
- 2. Prohibit employees from entering the campus before their scheduled arrival times**

## Exclusion from Work

- 1. Encourage employees to evaluate themselves using the screening criteria before coming to work. Employees should exclude themselves from work if they have:**
  - a. A fever greater than 100 F (or use another threshold-based guidance from local public health)
  - b. Any of the symptoms associated with COVID-19
  - c. Been directly exposed to someone who has tested positive for COVID-19, until they have completed 14 days in self-isolation without experiencing symptoms
  - d. For individuals who have tested positive for COVID-19 or had symptoms but were never formally tested, please refer to the [CDC's guidance](#) on when it's safe to discontinue isolation, or locally-determined criteria made in consultation with public health officials.
- 2. Exclude employees from work during screening if any of the items listed in the previous item are determined to be true during screening**
- 3. Consider including a procedure to challenge a decision to exclude an employee from work**

## Screening Procedures for Most Employees

- 1. Define the process that will be used to screen employees scheduled to arrive before school hours**
  - a. Identify the position(s) that will be responsible for conducting screening
  - b. Identify the times and location(s) that will be used for employee screening
  - c. Estimate the amount of time that will be needed for screening
- 2. Define the process that will be used to screen employees scheduled to arrive during school hours**
  - a. Identify the position(s) that will be responsible for conducting screening
  - b. Identify the times and location(s) that will be used for screening
  - c. Estimate the amount of time that will be needed for screening
- 3. Define the process that will be used to screen custodial crew members who work in the evening**
  - a. Identify the position(s) that will be responsible for conducting screening
  - b. Identify the times and location(s) that will be used for screening
  - c. Estimate the amount of time that will be needed for screening

### Employees Scheduled for Early Arrival

Create the procedures to allow the first employee to arrive to self-screen, and then screen the others

### Contracted Before-School Program Staff

Create the procedures that allow members of this team to screen each other

### Contracted After-School Program Staff

Create the procedures that will be used to screen contracted after-school programs staff

### Walk-On Coaches and Performing Arts Staff

Create the procedures that will be used to screen walk-on coaches and performing arts program staff

## PROCEDURES FOR STUDENT ARRIVAL AND SCREENING

- 1. Require that students submit to symptom screening as described below**
- 2. Prohibit students from arriving at the campus before their scheduled arrival times**
  - a. Secure the campus to prevent student entry prior to screening
  - b. Students who must arrive early should be required to enroll in the before-school program

### Additional Procedures for Screening Students

Incorporate the following elements with the general procedures described above

- 1. Stagger arrival times to reduce the number of students waiting for screening to a manageable number**
  - a. Arrange the class school schedule to create staggered start and end times
  - b. To limit mixing of class cohorts, schedule specific classes to arrive at specific entry points
- 2. Determine what staff positions will be assigned to screen students**
  - a. Each screening location will require at three employees to screen and supervise waiting students

- i. One screener to ask questions and take temperatures
  - ii. One to supervise waiting students
  - iii. One to escort small groups of students to class or to monitor students walking to classrooms
    - 1. As an alternative, teachers could wait near the screening area for students to arrive, however, maintaining physical distancing during that time would be a challenge
  - b. Determine how you will cover the absences of screeners
- 3. Use multiple entry/screening points to reduce the amount of time needed to screen students prior to entry**
- a. Use a dry run with adult role players to test screening procedures and to determine how long screening will take
  - b. If screening requires one minute per student, and 300 students are scheduled to attend, screening through one entry point will require 300 minutes
- 4. Eliminate common use areas**
- a. Do not allow students to congregate in waiting areas like the playground or cafeteria while waiting for class to begin
  - b. Create “soft start” periods in the first class of the day to allow students to arrive over time
  - c. Serve breakfast in classrooms

### **Children in Kindergarten – Grade 3:**

Asking young children about symptoms will be time consuming and unreliable

- 1. Encourage parents to wait with their child until they have completed the screening process**
  - a. Parents who are present can respond to questions
  - b. They will also be able to take their child home if needed
- 2. Consider alternative means to allow parents to complete the screening questions for their children in advance if they are unable to remain with their child until they complete the screening process using paper or online means.**

### **Exclusion from School Due to Screening**

- 1. Encourage parents to evaluate their children using the screening criteria before bringing them to school. Students should be excluded from school if they have:**
  - a. A fever greater than 100° F (or use another threshold-based guidance from local Public Health)
  - b. Any of the symptoms associated with COVID-19
  - c. Been directly exposed to someone who has tested positive for COVID-19, until they have completed 14-days in self-isolation without experiencing symptoms
  - d. For individuals who have tested positive for COVID-19 or had symptoms but were never formally tested, please refer to the [CDC’s guidance](#) on when it’s safe to discontinue isolation, or locally-determined criteria made in consultation with public health officials
- 2. Consider including a procedure to challenge a decision to exclude a student from school**

#### **When a Parent/Guardian is Present**

- 1. Document the reason for the exclusion**
  - a. Provide documentation to the attendance clerk
  - b. Provide a handout with recommendations for the parent
    - i. Symptoms to watch for
    - ii. Criteria for return to school

#### **When a Parent is Not Present**

- 1. Determine the process that will be used to collect children with symptoms from screening locations to bring them to the health office or another area for students with COVID-19 symptoms**
  - a. Children must be escorted. Do not send them on their own.
- 2. If the child is not wearing a face covering, provide a disposable mask**
  - a. If the child has difficulty breathing or is unwilling to wear a face covering, provide a face shield to be worn in place of the face covering
- 3. Isolate the child in an area away from students and employees**
  - a. Maintain physical distancing between all students
    - i. Do not assume all children with COVID-19 symptoms have COVID-19. Some or all may not.

- b. Use an area separated from students in the health office for other reasons
  - c. Monitor the student until they are released to their parent
- 4. If possible, arrange to have the parent pick the student up in the school parking lot or other outdoor location**
- a. An adult must escort the child to when this option is used
- 5. Provide a handout with recommendations for the parent**
- a. Symptoms to watch for
  - b. Criteria for return to school

## Follow-up

Consider having a school nurse, health clerk, or other employee follow-up by phone

- 1. Provide a call script with questions to ask and recommendations for the parent**
- 2. Record data from the call for follow-up**
  - a. Have symptoms persisted or resolved?
    - i. Are there new symptoms?
  - b. Does the parent plan to contact their physician?
  - c. Does anyone else in the house have symptoms?
- 3. Request that the parent let the school know if the student or anyone in the house tests positive for COVID-19**

## SCHOOL BUS STOPS

- 1. Encourage parents to screen their children for symptoms before leaving for the bus stop each morning and to keep their children home if they have symptoms**
- 2. Encourage parents to wait with their students at the bus stop until they have completed screening and entered the bus**
- 3. Require that students wear face covers at school bus stops**
- 4. Require students to maintain physical distancing at bus stops**

## Symptom Screening

Train and equip all bus drivers to screen students for symptoms before admitting them to the bus. (See the General Procedures for Arrival and Symptom Screening.)

- 1. Do not allow students with symptoms to enter the bus.**
- 2. The school system will need to create a procedure to guide drivers on what to do if a student cannot be admitted to the bus due to screening and their parent is not present. Consider the following:**
  - a. Deny entrance to the bus, place a face mask on the student, and move the student away from others. Attempt to contact parents through dispatch to request their return to the bus stop.
  - b. If unable to contact, place the student on the bus with as much room around them as possible.
  - c. When arriving at the school, identify the student to the school's health office while minimizing their exposure to other students.
- 3. Bus drivers will require the following items for screening:**
  - a. Face covering
  - b. Face shield
  - c. Disposable gloves
  - d. Two no-touch thermometers (one as a back-up)
  - e. Hand sanitizer for the driver and students
  - f. Trash can
  - g. Disposable masks (for students who forget their face covering)
- 4. Screening each child for symptoms will take time. Make sure your transportation department has considered this.**

## SCHOOL BUSES

### Boarding and Seating

- 1. Have all students use hand sanitizer before boarding the bus**
- 2. To limit the number of students that must walk past each other, seat students from the back of the bus to the front, in the order that they board**
- 3. Create bus seating plans based on guidance from local public health. Sample options are included below:**
  - Option 1:** Seat one student to a bench, leaving the bench in front of each student empty, and alternate students from the inboard to the outboard seat on each bench to create a zigzag pattern on both sides of the bus
  - Option 2:** Seat one student to a bench, alternating from the inboard to the outboard seat on each bench to create a zigzag pattern on both sides of the bus
  - Option 3:** Seat one student per bench on every third row
- 4. Use a washable tape to mark seats that must be left vacant**

### Arrival at School

Students arriving on buses will be pre-screened.

- 1. Unload buses in an area away from students who are waiting to be screened**
- 2. Escort or supervise students to their classrooms in a way that maintains physical distancing**
- 3. Reconciling school bus schedules with staggered start times will be a challenge. Students who arrive on buses before their classes “soft start” period will need a supervised area to wait in where physical distancing is being maintained**

### Departure from School

- 1. Staggered schedules may result in students being dismissed from different tracks over a long period of time. Schedule students who ride the same bus in the same class or track**
- 2. Board and seat students from the back of the bus to the front in reverse order of their stops (last to leave, first to board)**

### Cleaning, Disinfection and Ventilation

- 1. School bus seating areas should be wiped down with disinfectant between runs (new set of students)**
  - 2. When weather permits, windows should be opened enough to provide fresh air circulation**
  - 3. Bus drivers will require the following items:**
    - Disinfectant (spray bottle) or disinfectant wipes
    - Paper towels
    - Trash bags
-