



REOPENING SCHOOLS: SAMPLE SOCIAL DISTANCING AND FIELD OPERATIONAL PROCEDURES GUIDE

TENNESSEE DEPARTMENT OF EDUCATION

June 11, 2020

**The department would like to thank the educators, principals and superintendents in the state of Tennessee who contributed to this document and related resources. In particular, we would like to thank those educators who helped the department set-up sample classrooms, review procedures, draft examples, and provide feedback on the content of this document and related videos. Your expertise in this area continues to be invaluable and we are deeply grateful for you sharing it.*

INTRODUCTION

Purpose of the Guide

Schools across Tennessee are considering plans for reopening schools in the fall. In that same respect, districts have asked for explicit guidance on how to handle school reopening. Many have pointed to the broader guidance documents that have been published as good starting points for their work and collective thinking. However, a number of districts have also voiced a need in understanding how to operationalize some of the guidelines and best practices being suggested and outlined.

This document is intended to take the guidance provided in the Tennessee Department of Education (TDOE) LEA Guide and reopening toolkits and create sample procedures that schools can follow. These procedures are only intended to be samples of how districts and schools may think about putting recommendations into practice. It is the decision of each local district and context to determine what procedures and precautions they believe are in the best interest of their students, staff, and communities. **These are EXAMPLE procedures to provide support for systems as they consider and plan for school reopening. This is not a comprehensive list of every procedure necessary, nor will every procedure work for every school.** The use or application of these procedures will likely vary with the changing conditions and will be specific to each district and school community. Thank you to the educators and principals who helped design and give feedback on the contents included in this document.

Assumptions

- *Structure of Schools:* Most public schools are not organized to support social distancing (and related hygienic measures during a pandemic) as extensively as some sites may currently identify are required or what should be occurring now. As such, school communities will need to make decisions about any operational shifts that may be necessary to keep people healthy and safe.
- *Prioritizing Public Health:* Public health must be the primary priority for staff and students and all guidance should be developed with that priority in mind.
- *Dependencies between the Economy and Education:* Economic recovery relies on parents being able to fully and productively engage in the workforce, which often requires on-site school, before and after care, etc. Considerations around familial impact will be important considerations for communities as they navigate the choices on which reopening pathway(s) they might select (see the LEA Guide).

Key Concepts

- Districts should actively plan for how the virus will be addressed at the district, campus, and classroom level, and create necessary plans detailing those expectations.
- All related policies and/or procedures should provide flexibility and allow for reasonable and informed decisions to take place.
- Efforts should be focused on managing virus spread and the overall impact on students, staff, and communities.
- Education and trainings on COVID-19 and related procedures or expectations should be provided to all students, families, and staff before the start of the school year, and these procedures and expectations should be continuously updated to reflect current information and public health recommendations.
- Travel, events off-campus or other large-group activities should be postponed and/or eliminated, aligned with guidance from the Department of Health, as they present a significant risk for virus spread.

Preparedness “Cheat Sheet”

- Physical Space – limited public access on campus, strict delivery procedures, controlled entry/exit, one-way foot traffic patterns, clear drop-off procedures with staggered start times, grid and spaced seating, marked lines, open space partitions, plastic guards
- Facilities – no-touch bathrooms, no-touch trash cans, hand sanitizer stations, no vending machines or other “high-touch” objects, decommissioned drinking fountains, airflow considerations, elimination of shared supplies, adjusted material distribution/collection
- Transportation– increase bus routes to increase social distancing, sanitize after each route, increased traffic control for increased foot and parent drop-off
- Meals-- food fully boxed, individually wrapped cutlery and seasoning, staggered meals and independent seating, meals in classrooms, no sharing of food or drink, no cloth face coverings while eating or drinking
- Health – physical distancing, cloth face coverings worn, promotional campaigns and signage to increase adherence to distancing, staff and student training, reflective attendance policies, sick and isolation leave, case notification, system for contact tracing support, closure policies, beginning-of-day screener, isolation facility on every campus, identified health partner, regular inspections, after illness return-to-school policy

Caveat and Disclaimers

The information provided in this and related documents does not, and is not intended to, constitute legal advice. This is intended to be a guidance document to support local districts and all information included is for reference only. Because local school board policy and unique facts make dramatic differences in analyzing any situation, the Tennessee Department of Education advises each school district to consult with the local school board attorney for specific legal advice regarding the impact of the COVID-19 pandemic on school operations. Additionally, the Tennessee Department of Education encourages districts to consult their local health departments to ensure that the health and safety of all students and staff are prioritized while working to provide a high-quality education to all students. The document contains links to other resources and sites. Those are provided for convenience only and do not constitute an endorsement. It is likely that evolving circumstances will necessitate changes to this document and local plans. While this guide is not comprehensive to all needs nor static in nature, it is intended to capture the most important components necessary for school planning as of the date of release

Sample Baseline Supplies, Resources and Equipment Checklist to Consider

The use of personal hygiene and disinfecting materials are decisions and procedures made and developed by local school districts and should reflect guidance from the Centers for Disease Control and Prevention (CDC) and state and local public health agencies. The information below should help with decision-making.

- Clear screens or privacy boards to separate people when 6-feet may not be maintained
- No-touch thermometers
- Hand sanitizer (minimum 60 percent alcohol)
- Soap
- Disinfectant wipes and other cleaning supplies (consult CDC guidelines <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>)
- Disposable gloves
- Cloth face coverings for students and staff
- Surgical masks and face shields for school nurses, bus drivers, and other staff at higher risk for contact with body fluids
- Ziploc or sealable plastic bags (for sanitary storage of extra supplies)
- Oximeter
- Training videos (for visitors and substitutes)
- Cones
- Tape (for walkways, etc.)
- Signage
- No-touch trash cans

LEA Planning Checklist

This section is intended to identify those areas of pre-planning that should be considered as broader plans are being developed.

- Identify the state, county and local guidance and/or policies and/or orders in place.
- As needed, consider purchasing no-touch, thermal scan thermometers for screening symptoms. The department will work to provide no-cost or low-cost options.
- Determine equipment availability, including having a plan for an ongoing supply of appropriate personal protective equipment (PPE).
- Stock cleaning supplies and ensure that enough are continuously present to disinfect the school or district sites (including hand sanitizer, soap, tissues, no-touch trash cans, door stops, paper towels, and cleaning supplies). Consult CDC guidelines <https://www.cdc.gov/coronavirus/2019-ncov/community/clean-disinfect/index.html>
- Create plans for different requirements that might need to be in place related to PPE and students or staff with disabilities (i.e., for students requiring medical procedures, toileting, lifting, feeding, etc.).
- Cancel field trips and other group activities.

- Identify a safe isolation area to separate individuals who exhibit symptoms of COVID-19. Should a student or staff member exhibit symptoms, they should immediately don a face covering and wait in this isolation area until leaving school.
- Limit access to the building for all visitors. Essential visitors should be screened for symptoms and required to wear a cloth face covering while on campus. Identify procedures for safe delivery of packages, mail, etc.
- Please see the LEA Guide, Physical Health Toolkit, and Continuity of Instruction Guide for more information on planning activities related to school closing. Additionally, consult specific guidance from the Tennessee Department of Health (TDH) and the CDC.

Personal Health Considerations Checklist

- Handwashing. In accordance with CDC and TDH guidelines, all districts and schools should have a handwashing and sanitizing plan. This should include frequent opportunities to wash hands with soap and water. Individuals should wash with soap and water for at least 20 seconds.
- Hand Sanitizing. Ensure regular and close access to hand sanitizer containing at least 60 percent alcohol. Hand sanitizer should be located in every classroom and throughout the school. Ensure young children have adult supervision when using hand sanitizer.
- Student Support. All students should have the opportunity to be able to practice any procedures related to health and safety.
- All training should include: hand washing; using tissue to wipe nose and sneeze; limiting face-touching and use of cloth face coverings¹.
- Students and staff should wear cloth face coverings while in the building, as school policy indicates. Cloth face coverings should also be worn outside while on campus if a distance of at least 6 feet cannot be maintained between individuals.
- Draft a plan for physical distancing in classrooms and common areas. Consider the needs of students at different age levels and balance what is realistic in day-to-day activities. Desks in classrooms should follow guidance related to facing the same direction, being spaced apart, and being disinfected regularly (after each use).
- Physical education (PE) should be limited to activities that do not involve physical contact and do not require shared equipment. All materials used should be disinfected after each class period.

¹ Please note that cloth face coverings are not recommended for children under age 2yrs, anyone who is unable to remove their own cloth face covering without assistance, or anyone who is unconscious or sleeping. Children who cannot tolerate wearing a cloth face covering or who continuously touch, chew or suck on it, should be excused from wearing one. Individuals with respiratory conditions that make breathing difficult should not wear a cloth face covering.

Cleaning and Disinfecting

- Air out any spaces after cleaning and plan to clean when children are not present in the space.
- Close any area that has been occupied by an individual who is suspected or confirmed to have COVID-19. Disinfect the area immediately after exposure and try to wait 24-hours after the exposure before resuming the use of the area.
- Ensure appropriate ventilation system and/or fans are operating properly to circulate air during and after cleaning. Opening windows, when safe, will also allow for better air circulation.
- Check water systems and other systems that utilize water for safety after prolonged periods of closure. Testing of water may be necessary.
- Ensure children's belongings remain stored safely and are taken home daily to be cleaned.
- Disinfect work-spaces and equipment (such as desks, tables, chairs and keyboards) after each use and disinfect high-touch surfaces (light switches, railings, door handles, bathroom fixtures, counters) frequently throughout the day.

Staff Supports

- Include staff in conversations and decision-making.
- Provide training to staff related to best practices, requirements, frequency of personal hygiene activities for staff and students, and trauma-informed practices.
- Consider staffing levels that may be needed to implement cleaning procedures and consider cohorts of staff to meet building needs and avoid unmanageable workloads.
- Provide reasonable accommodations for staff who may need additional support or who may be at higher risk for severe illness.
- Provide all staff and custodial workers with appropriate PPE and training aligned to their duties and consider modification of other responsibilities to accommodate increased duties.
- Ensure soap and paper towels remain available in restrooms and that hand sanitizer is available in common areas and classrooms.

Managing a COVID-19 (+) Identification

Schools and districts should consider what steps will be taken in the event that a suspected or confirmed case of COVID-19 is identified.

- Report all positive COVID-19 tests to local public health officials and coordinate responses with those officials. Protocols for reporting a positive case to local health departments should be clearly documented and outlined. While the responsibility to conduct contact tracing lies with the Department of Health, schools and districts may assist in these efforts by identifying potential contacts among students and staff.

- Effective planning for a suspected or confirmed case, in addition to child and staff feelings about COVID-19 might be considered. This could include:
 - Health resources available at the district or at school sites.
 - Mental health needs should be considered. This might include consideration of anxiety, depression, the impact of isolation, etc. that may occur at higher rates among students and staff.

Staff and students should remain at home and self-isolate if experiencing symptoms of COVID-19 until test results are available and symptoms have resolved. Consult the Tennessee Department of Health Recommendations for Management of COVID-19 in Schools for detailed guidance on prevention, identification, and mitigation of COVID-19 in schools.

Procedures List²

The department, in coordination with districts across the state, identified the most common and critical components of a school or school day where health practices may be applied. This list is not all inclusive, but it does provide a range of topics for consideration when developing school-based procedures. Some examples of what these procedures could look like follow.

- | | |
|--|--|
| • Staff Arrival | • Breakfast |
| • School Buses | • Lunch |
| • Family drop-off | • Snack |
| • Family pick-up | • Drinking Fountains |
| • Hallways | • Recess |
| • Large Spaces | • Dismissal |
| • Staff Lounge | • Behavior Issues |
| • Teacher Collaboration Room | • Safety Drills |
| • Entering Classrooms | • Visitors and Guests |
| • Classroom Set-up | • PE |
| • Classroom Sanitation | • Shared Materials and Machines |
| • Distribution and Collection of Materials | • Lost and Found |
| • Supplies | • Illness |
| • Schoolwide Supply Systems | • Injury |
| • Bathrooms | • Medicine Distribution |
| | • Sports and Extra Curricular Activities |

² **Please Note:** As outlined in the LEA Guide, every time you make a change to a procedure, the user experience and downstream impacts should be re-evaluated to ensure all school stakeholders are served.

Procedure Examples

Sample Procedure: Arrival Screens

Should schools want to conduct screening for students before entering school, there are three baseline options. The options would be for any entry point, recognizing that schools may expand the number of entry points to allow for greater distancing and faster movement into classrooms. Recommendations include:

- Excluding access to students, visitors, or staff with signs or symptoms of COVID-19 (using Tennessee Department of Health guidance). Any student or staff with a health condition that manifest with symptoms similar to COVID-19 should be asked if their symptoms are acute or if they are consistent with their baseline condition. Symptom screening questions should include:
 - Have you been in close contact with a confirmed case of COVID-19 within the past 14 days?
 - Are you experiencing a cough, shortness of breath, sore throat, or stomach symptoms?
 - Have you had a fever in the last 48 hours?
 - Have you had new loss of taste or smell?
- Students should use hand sanitizer or wash their hands as they enter school or get on the bus.
- Monitor students and staff throughout the day for signs of illness that may be related to COVID-19. Make careful note of children with disabilities or Section 504 Plans and specific needs that may exist for those students.

Passive Screening: Ask families to screen students for temperatures before leaving for school each morning. Students should remain home if they have a temperature at or above 100.4 degrees Fahrenheit. Students and staff should remain at home if any household contact is currently ill, has been suspected or confirmed as a case of COVID-19 in the previous 14 days, or has a COVID-19 test pending.

Active Screening: Actively screen students as they arrive on campus or as they board school buses using no-touch thermometers and ask students, as appropriate for age and development, if they have had COVID-related symptoms within the last 14 days or have had direct contact with a suspected or confirmed case of COVID-19.

Sample Logistics

Option 1: Staff stand behind some type of physical or protective barrier. This might include a window or plastic shield. The purpose of this barrier would be to ensure that staff involved in the procedure are protected from close contact. In this procedure, the staff member would check entering student temperatures by reaching through a physical partition or through the window, while keeping staff faces fully protected behind the window. Touchless thermometers should be used for temperature screening. In this option, which is the only option that fully separates the adult from the student, schools should consider the development and ages of students being screened and how the use of physical barriers may have unintended impacts on their feelings about school.

Option 2: Staff would wear a cloth face covering and take the temperature of each child as they arrive. This procedure removes the majority of the more extensive physical barriers and presents more like a quick check for physical symptoms and temperatures.

Option 3: Staff wearing cloth face coverings meet each car at drop-off, ask the parent or child the screening questions, and take their temperature. Students with elevated temperatures or who fail the screening questions are asked to return home. Staff may also take temperatures and asking screening questions while standing at the bus door as children exit the bus. Students with elevated temperatures or who fail the screening questions are asked to wait in a pre-determined area until parents are called and they can be taken home. Sample process:

- Step 1: Schools should review schedules and determine the number of students expected to arrive at various times. To reduce crowding, schools may want to set-up multiple “lanes” of screening for quicker screen processing times. It takes approximately 15 seconds per student. If schools are aiming for students to be in line for no more than 4-5 minutes, then each line should only house 20 students at a time. Students waiting in line to be screened should be spaced 6 feet apart.
- Step 2: Schools should set-up temperature check stations, which includes a small table, two (2) no-touch thermometers, alcohol wipes, hand sanitizer and a stack of laminated student illness passes for each station.
- Step 3: The school marks an “X” in duct tape (or similar) at six-foot intervals in a straight line to indicate where students should stand. Add-on: schools may also want to color-code the lines for specific classrooms, grades, etc. for crowd control, to introduce grade- or classroom-specific procedures, etc. For example, K and 1st grades use the blue line, 2nd and 3rd grades use the green line, and 4th and 5th grades use the red line.
- Step 4: Before moving into their positions, all participating staff members wash their hands with soap and water for at least 20 seconds. All staff should wear a cloth face covering.
- Step 5: Staff members move to their assigned stations (one staff per station). This includes one or more staff members directing student movement as they progress to the designated entrance.

- Step 6: Students begin to arrive. Any staff who are responsible for directing students should positively and warmly greet students (by name as much as possible), while making visual inspections around the physical appearance and health of each child.
 - Signs to consider would include: flushed cheeks, fatigue, general malaise, difficulty breathing or unusual breathing patterns, verbal complaints. This process should balance a clinical process with students feeling welcomed, seen and acknowledged as they enter school.
 - Note: Students who arrive before the opening window should stand on the Xs and wait until the stations open. These lines should therefore be positioned in a place that considers the weather and overall child safety.
- Step 7: If the directing staff notice a concern with any student, the staff member should re-direct that student into a “priority line.” That line will use the same steps as below, but will be an expedited line, to more quickly identify students who may need further screening.
- Step 8: Students stand on the Xs in the established lines as they come to school. Students would progress to the next X as the line moves.
- Step 9: When students arrive at the screening station, the staff member should use a no-touch thermometer and take the student’s temperature, while doing another visual screen. The staff member asks if the child has experienced any symptoms of illness in the past 14 days, or if they are living with anyone who has been ill or diagnosed with COVID-19 in the past 14 days.
- Step 10: If the temperature is at 100.4 degrees F or above or the student fails the screening questions, the student should be given a student illness pass and immediately moved to the illness room (described in later procedures).
- Step 11: If the temperature is below 100.4 degrees F, then the student should progress to the appropriate place, as outlined in school procedures (this may include the classroom, breakfast area, etc.).
- Step 12: At the end of the procedure, staff should leave all materials on the desks of the stations. Staff should immediately wash their hands with soap and water.
- Step 13: A “sweeper” should come to collect all materials left on the stations. All like materials (ex. thermometers) should be put into like containers, for ease of cleaning and refilling.
- Step 14: A staff member should sanitize any materials that were used by screeners, check that all thermometers have battery life, and then assemble the station boxes for the following day.

As a note, the same procedure could be structured at the door of every classroom upon greeting. This would significantly expedite the process (especially for larger schools) but would also introduce a variable into classroom culture and climate, as well as teacher responsibilities, that would need to be carefully considered by individual schools.

Sample Procedure: Staff Arrival

Schools and districts should work closely with teachers and other staff members when developing staff arrival policies. Considerations should include:

- Discuss how early staff must arrive, and how that aligns to staggered start times. Make sure all arrival procedures are conducive to those starting times.
- Make clear any procedures that “opening staff” need to do and ensure that those procedures are clearly outlined.
- All staff should be screened with a no-touch thermometer and asked COVID-19 screening questions upon arrival to campus. Those with elevated temperature or who fail the screening questions are asked to return home.
- Employees should wash or sanitize hands upon entering the building.

Note: It is recommended that staff have a change of clothing in the case that a change is warranted or recommended due to contact with an ill colleague or student.

Sample Procedure: School Buses

School districts should consider what, if any, portion of their students use public transportation and how they might work with local governments to support safe transportation for all children. For example, can the city commission run a student-only transportation option or route each morning? For the purposes of this guide, examples are specific to school district transportation. Please also see the National Association of Pupil Transportation for more ideas and information on this topic.

Bus procedures will vary according to whether the district is expecting full ridership, the extent to which bus monitors will be available to assist drivers, shared bus use across schools and times, among other factors. Because busses are confined spaces that likely will not be conducive to social distancing, all bus riders should be expected to wear a cloth face covering. It is important that buses have a consistently replenishing supply of extra masks for student riders who come to school without one. The decision of whether to allow a student to ride the bus to school should not be made by a bus driver alone, so ensuring that all students can comply with ridership expectations is essential. This may require an aide on the bus, or an escalation procedure through phones (or similar).

Whether or not the school district is able to provide bus monitors throughout the year, it is strongly recommended that districts provide bus monitors for the first part of the school year to ensure that procedures are established. This could be made possible by staggered schedules for non-classroom staff who can alternate between pick-up and drop-off responsibilities.

Districts will need to communicate procedures and bus stop expectations with families in advance of the beginning of school. Families should be aware of the expectations related to waiting for, loading, riding, and unloading the bus, as well as the safety supports and precautions that the district has adopted. Families should also be asked to ensure safe behaviors and monitoring at bus stops.

It is strongly recommended that students, especially the youngest student riders, have an opportunity to practice following all of the correct bus procedures at school during the first week of school. Allowing students to understand and practice the routines will lead to stronger adherence later in the year, especially when monitors are not in place.

To increase student safety from the spread of germs, it is recommended that buses load from the back of the bus to the front of the bus and unload front seats first. This will mean that students do not have the option to select free seating but must sit in seats in the order that they load onto the bus. Students should be seated one to a seat, with a seat left empty between occupied seats, if possible. Students who live in the same household may share a seat.

Students should refrain from eating, drinking and/or chewing gum on the bus. Careful consideration should also be given for having enough air flow and ventilation on the bus, which may include cracked or open windows, air systems, etc. (as safe and appropriate to do so).

Plans should be put into place for symptomatic students who are attempting to board the bus.

The following is an example of what could be in place to support onboarding the bus:

- Step 1: Schools should use duct tape (or similar) or floor decals to mark places where students should not sit, in order to limit one child per seat. These marks should be on alternating sides of the seats so that, when seated, all students are sitting diagonally from one another.
 - Whether through assigned seats (allowing siblings to sit next to each other) or through intentional marking of seats that preserve as much social distancing as possible, buses should have clear indicators to guide student seating.
 - If possible, schools may choose to seat children in every other row as well as every other seat.
- Step 2: When the bus pulls up and the driver opens the door, students should ensure cloth face coverings are appropriately secured and use hand sanitizer upon entering. This may be through a hand sanitizing station positioned and secured at the entry point of the bus. Bus drivers and monitors should wear a cloth face covering at all times.
- Step 3: Once a student enters the bus, he or she should move to last open seat (load back of the bus to the front of the bus), and immediately sit down.
- Step 4: The next student should load the bus once the prior student has started walking down the aisle. This continues until all students are loaded and seated safely.

The following will need to be in place to support offboarding the bus:

- Step 1: Once the bus pulls into the stop, the bus driver should verbally dismiss each row by stating “Row X, you may unload.” This should be done by unloading from the front of the bus to the back of the bus.
- Step 2: When the student’s row is called, he or she should stand and immediately exit the bus.
- Step 3: It is at the discretion of the school to determine whether additional hand sanitizer is warranted.
- Step 4: Once all students are offloaded, the bus should be sanitized, using local procedures that adhere to CDC guidelines. Bus drivers should open as many windows as possible, if safe and appropriate, to ventilate the bus while sanitizing takes place.

Note on Rider Rosters: Districts should make a good faith effort to understand each bus’s ridership as clearly as possible prior to the first day of school to support navigating and planning for the number of buses required, as well as the needs of riders. If possible or practical, schools may use seating charts based on regular pick-up schedules in order to enhance contact tracing ability, if ever needed.

Note on the Youngest Students: Schools should plan on providing explicit support in helping the youngest students navigate bus riding, just like they would at the start of any other year (e.g. identifying students beforehand, offering name tags for monitors to keep track of students, use bus colors or pictures on lanyards to support the students returning to the correct bus, etc.)

Note on Driver/Monitor Training and Coordination: Establishing these structures during the first week of school can be very challenging. It is recommended that drivers and monitors participate in at least one “dry run” to simulate the first day.

Note on Positive Signage: Following positive behavior phrasing., Consistent and simple signage should be present in the bus to support riding expectations. These can be posted in laminated signs adhered to the back of every seat for student review.

Sample Procedure: Hallways

There are a number of items that schools should consider when they develop hallway procedures for their campuses including:

- Will the school utilize one-way traffic in hallways or will they create two-lanes to ensure consistent traffic flow (similar to a road)?
- Will the school consider rotating teachers and not students to minimize hallway transitions and decrease potential contact?
- What are procedures that can be used if a student becomes ill in the hallway?
- What are considerations that should be processed for children with disabilities or those with physical considerations (including children in wheelchairs, children in casts or using crutches, etc.)?
- How can schools monitor or address situations where there is overcrowding? For example, can schools stagger dismissal times to reduce congestion in hallways (which will impact scheduling for students)?
- What procedures or rules does the school want to put into place for behavior, such as those to discourage touching, stopping to talk, etc.?
- Is there a way to utilize outside space for walkways?
- What modeling and training will occur for students so that they can see the expectation for hallway behavior?

Given these considerations, the following sample steps may be taken to support effective hallway procedures:

- Step 1: The school should tape hallways to either show directionality for one-way hallways (such as arrows), or to divide the hallway in half to indicate specific directions on either side.
 - Schools may want to include a taped off “center” lane so students don’t touch walls, water fountains, etc.
 - Schools could consider how to handle the ‘cul de sac’ at the end of one-hallway
- Step 2: Schools should post signs in the hallways to remind students of any rules or policies, hygiene habits, and/or directional indicators (stop and go signs, for example).
- Step 3: Schools should have hand sanitizer stations set-up along the hallway for students and staff.
- Step 4: Schools should have designated waiting spots that promote social distancing for students who may need to wait in hallways in case doors are locked or unopened.
- Step 5: When students are moving into classrooms, doors should be propped open or there should be a designated door holder.
- Step 6: Staff should be positioned so they are consistently spread along the hallway to support continued movement and traffic flow, as well as any schoolwide procedures.

- Step 7: Schools may want to consider having color coded hallway passes to indicate where students are traveling and for what purpose (to ensure timely and direct transitions). For example:
 - Bathroom Pass (that students can put into a pocket before entering the bathroom and then pick up after leaving the bathroom, for sanitation purposes)
 - Office/Errand
 - Sick / Nurse
 - Other (with location)
 - All passes should be laminated so they may be disinfected after each use
- Step 8: Schools should stagger release times by classroom, to minimize physical hallway interactions

Sample Procedure: Staff Lounge

Supply Room/Copy Center/Mail Room

The goal should be to minimize the frequency and length of time that multiple staff members need to access confined spaces in which supplies and/or a copier may be located. To do so, schools may consider various options:

Option 1: Assign a single staff member to oversee supplies/copies/mail. This permits a designated individual to own collecting supply orders from staff, fulfilling those orders (including copies), and delivering those orders to staff. The deliveries could be made during class time and left outside of the classroom door or before/after school to minimize interactions. Faculty and staff could place orders utilizing a tool online such as Formstack, Google forms, or a specified email account to submit orders. Similarly, classrooms could have standardized supply areas, where a single person could do a monitoring sweep at the end of every day, note which classrooms need which supplies and then automatically fill those specific needs by classroom (often using a supply cart).

- Step 1: The school structures one or more supply areas where supplies are kept. The person in charge of the supply area is also responsible for noting when supplies need to be re-ordered.
- Step 2: The staff member collects supply needs from each staff member/classroom in a common “in-basket” by a designated time(s) each day.
 - This may include copies, if staff members put the items needing copies with specific directions.
- Step 3: The staff member uses a bin system, where all supplies are put into a designated bin and left outside of that classroom for the teacher/staff member to collect.
- Step 4: Empty bins are returned to the office each day and then sanitized by the responsible staff member for use the next day.

Option 2: Set a shift schedule for access to supplies/copies. This option may require a scheduling tool (such as Doodle poll, Google form) and would also require sanitation guidelines on entry/exit from the room. Administrators would need to set parameters on the length of time a staff member can have to ensure shared availability. The schedule should be printed and posted on the exterior door in a laminated sheet cover daily.

- Step 1: Set-up a “sign-up” procedure that allows every staff member access to a copy machine for a pre-requisite number of minutes. This can be done on a Google form, Doodle poll, or hard-copy sign-in sheet. Staff should have the opportunity to rotate between the most coveted times, and prep periods should be considered.
- Step 2: Post a sign with the procedures above every copy machine.
- Step 3: Staff should use hand sanitizer before using the copy machine.
- Step 4: Staff should use alcohol wipes to wipe the machine and other surfaces after work and copies are completed.

Communal Areas

The goal of adult communal areas should be to minimize the number of staff in confined areas while maintaining a sense of community and culture among faculty and staff members. As collaboration rooms may also double as teachers’ lounges, it is important to provide alternatives for this use. Schools may consider:

Setting maximum occupancy in the room, accounting for social distancing guidance. This could include dividing the maximum square footage in a given room into 6 foot by 6 foot squares to know what the maximum occupancy is. School officials should set indicators at the entry points of any communal space, so that staff may mark on white board if they are in the room to alert other staff how many staff are currently inside (staff erase personal indicator mark when they exit). Placement of any furniture such tables/chairs in the room with recommended 6 feet of social distancing. Minimize use of shared kitchen equipment or remove altogether (refrigerators/microwaves) or set specific guidelines for cleaning after each use.

- Step 1: Schools identify the maximum occupancy in any communal space using social distancing guidelines.
- Step 2: Staff wipe any materials or spaces used immediately upon vacating that space
 - Refrigerator: Staff members who use the refrigerator should only keep food on a daily basis.
 - Microwave: Microwaves should be wiped after each use.
 - Keurig (Coffee Machine): Keurig machines should be wiped after each use, and consideration should be given to any exposed water containers.
 - Sink: The sink area should be reserved for cleaning hands and rinsing / washing dishes, with no dirty or used materials being left.
 - Table: Tables should be wiped after each use.

Consider setting up alternative communal areas such as larger spaces within the building or designated outdoor spaces. A school may designate spaces with specific social distancing

structure built in (e.g. picnic tables spread out; vacant classrooms for use as teacher areas if they provide more space). This minimizes the need for formal procedures and allows for a larger number of staff members to congregate.

Meetings/Professional Development Opportunities

The goal should be to provide safe and healthy opportunities, yet also maintain the same or heightened level of standards for communication and professional development opportunities among faculty and staff members. The format and expectations for communication on meeting types, dates, preparation needed, etc. should be clear and done far in advance.

Ideas for meetings or trainings may include:

- Large indoor gathering space such as a gymnasium, theatre, or library that allows for seating to meet social distancing guidelines
- Conducting virtual meetings or creating videos sent to faculty/staff for weekly updates
- Increasing communication through written daily updates or overhead announcements
- Creating virtual professional development opportunities demonstrating online tools such as Screencastify, OneNote, etc.
- Staggering faculty/staff through in shifts by grade level or content areas for in-person meetings
- Holding occasional outdoor meetings (weather permitting)., Consider any faculty or staff members with decreased mobility, temperature intolerance, etc.

Sample Procedure: Classroom Set-up

The way that classrooms are set-up should be conducive to teaching and learnings, as well as take into account any health and safety concerns. Please see sample videos that accompany this toolkit for more information.

- Step 1: Maximum student occupancy for each room should be determined and then posted (see appendix for additional support). Desks should be arranged in consideration of these parameters.
- Step 2: Arrange the total number of desks or tables according to parameters set
 - Option 1: Desks should face in the same direction in rows, six feet apart.
 - Option 2: Tables should be arranged so that there is one chair at either end, facing one another.
- Step 3: Using duct tape, create squares around each seating area to help replace desks and tables, if moved during floor cleaning, and to help direct student activity.
- Step 4: Create a taped line with markers where students should stand when lining up.

- If using one line, the line will likely be long and sweep around several sides of the classroom.
- Students may alternatively need to line up and transition in waves.
- Students may alternatively line up on the tape surrounding their desks (using a numbering system to transition).
- Step 5: Create a backpack and coat storage space that is separated from the desk area.
 - Backpacks and/or coats may be placed behind/on the back of chairs or under seats.
 - Backpacks and/or coats may be hung on pegs in the hallway or in other spaces in the classroom that allow for at least 3 feet in-between hooks, to minimize and eliminate contact between student materials.
- Step 6: Material collection and storage should be considered. Schools may want to invest in desk mailboxes (that hang off the side of desks), to allow for individual distribution of graded work, etc. that maintains distance. Schools may also want to invest in standing file stations that can be placed at the sides of desks.

Other considerations might include:

- Class outdoors when possible
- Students to remain seated and to also allow for in place movement (dancing, jumping jacks, games, etc. as developmentally appropriate)
- No carpet or circle time where students may be positioned or seated close together
- Additional limiting of close range activities
- Ensure all posters used for instruction or by students are laminated so that they may be wiped down and sanitized daily
- Try to keep students grouped together as much as possible (limit mixing of students to the greatest extent possible)
- Broadcast instruction from master teacher with support to allow for distancing
- If taking field trips, the safety restrictions that would be put into place. (Current recommendations are to eliminate field trips).

Sample Procedure: Drinking Fountains

- Water bottles or water refilling stations into water bottles
- Refilling stations are to be routinely disinfected
- No drinking fountains

Sample Procedure: Classroom Sanitation

- Every child has a set of disinfectant wipes. Three times per day (before recess, before lunch and at the end of the day), students wipe down the surface of their desks and chairs.
- Students may have individual or classroom hand sanitizer and should apply sanitizer to their hands frequently (especially if frequent hand washing is not available based on facility or scheduling).
- Staff and/or custodians schedule routine disinfection of commonly touched features like door handles, light switches, stairwell handles, telephones, faucets, desks, counters, etc. A log of when disinfecting takes place might be kept at the door, to be collected and stored for future reference.
- Schools may consider wipeable covers on all electronics.
- Districts and schools should follow all manufacturer and CDC guidelines on how to clean with bleach products, hot soapy water, alcohol-based products, etc.

Sample Procedure: Bathrooms

Bathroom procedures might also need to include considerations for:

- Bathroom breaks from classroom
- Hall passes (touch/no touch, door handles, etc.)
 - Hand sanitizer outside of every door for re-entry
- Limiting the number of people in bathrooms at one time
- Bathroom monitors might be a consideration for high-traffic times
- Consideration for congregation outside bathroom

There are two possible options for addressing bathrooms:

Option 1: Each class is on a schedule and can only go when they have their scheduled bathroom break, close bathrooms during transitions. Will need an emergency procedure. Likely more appropriate for younger kids.

Option 2: Students go independently as they need to with teacher permission, close bathrooms during transitions. Likely more appropriate for older kids.

- Step One: Close restrooms during hallway transitions and only allow bathroom breaks during class.
- Step Two: Identify a full-time monitor for each restroom to manage the flow of students.
- Step Three: Mark stations on the floor outside the bathroom six feet apart for students who are waiting in line. If all stations are full, student is sent back to class. Or, schools could consider using walkie talkies to allow teachers to check with bathroom monitors on capacity.

- Step Four: Install hand sanitizer stations outside restrooms to ensure students can sanitize after touching bathroom door handles.
- Step Five: Inside the bathroom, “close” every other stall, urinal, and sink with signs and/or other markings.
- Step Six: Ensure soap and paper towels are accessible without clustering together. Schools may need to add additional rolls of paper towels and soap dispensers.
- Step Seven: Assign custodians to clean bathrooms after every class period (or every hour, whichever is first) to disinfect and replenish supplies like soap, paper towels, and hand sanitizer. Close restrooms for 15 minutes/hour for this cleaning (schools could consider doing this during hallway transitions since restrooms are closed anyway).
- Step Eight: Develop alternate options to hall passes. One option is each student has their own. Another option is that students just use school IDs and keep them visible in the hallway.

Consider replacing fixtures with touchless fixtures to reduce cleaning load and surface contamination.

APPENDIX A: CAPACITY EXERCISES

Classrooms

- Plan around total maximum classroom capacity – not school capacity – as approximately 55-60% of the current capacity.
- Budget 44 square feet per student (reflecting 6 feet of social distancing).
- Budget 30 square feet per person in restrooms.
- Remove all materials that take space which are not immediately needed.
- Identify all other rooms that can be used as classrooms (e.g., music or art rooms, libraries, sectioned MP rooms, etc.).
- After this calculation, if there is still not room to house your full student population, then begin considering time adjustments and/or adding temporary space.

Step 1: Determine Capacity

- Collect data, enrollment numbers, staffing numbers, etc. for capacity analysis
- Get a building plan that reflects all spaces, inclusive of square footage of the school and each available room that could be used as a classroom
- Identify spaces used as they currently are, with next year's forecasted enrollment

Step 2: Start with Current Capacity

- Identify and determine an "on-site" capacity figure (how many square feet will be needed to support the student population, calculated as number of students multiplied by 44).
- Schools and districts should ensure that they are considering required supplemental spaces. For example, some schools may require additional space for delivering special education services
- Identify an isolation space to temporarily locate students or staff who present with COVID-19 symptoms

Step 3: Recapture Usable Space

- Recapture all potential spaces that would allow for 44 square feet per student
- This would include all spaces except areas like kitchens, bathrooms, administrative space, etc.
- Identify if you have too much available space
 - If you have enough space, back out all of the least desirable spaces to have used as classroom spaces first. Continue until your population is safely housed.
 - If you do not have enough space, calculate how much additional space is needed. Determine next steps like shared enrollment with neighbor schools, ordering a portable, or consider alternative scheduling models.

Step 4: Communication

- Determine feasibility of options determined through the protocol
- Draft a report of needs for decision-makers

APPENDIX B: ROUTINES AND PROCEDURES PLANNING

QUICK GUIDE TO DESIGNING ROUTINES & PROCEDURES	
What are the steps of the routine, system or transition?	
What does it sound like?	
When will it take place?	
How long will it take?	
How will students and staff know when and how to use the procedure?	
How long will it take to teach the procedure to all students and staff, and how will the feasibility of the procedure be practiced?	
What are some things we should not see?	
What will probably go wrong?	
What will happen when students don't meet the desired expectation?	