The Centers for Disease Control and Prevention (CDC) published the following considerations (May 19, 2020) for reopening schools, with intent to reduce the spread of COVID19. SMUSD will use these considerations to the extent possible and will try to limit activity, limit exposure and limit congestion (of students).

**Promoting Behaviors that Reduce Spread**

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| **Considerations** | **Strategies** | **Challenges** | **Needs** | **Plan** |
| Staying Home when Appropriate | Educate staff and families about when they should stay home | Loss of funding (ADM)  Lack of subs  Kids may arrive at school sick | Fact sheet, posters |  |
| Hand Hygiene and Respiratory Etiquette | Teach handwashing  Teach to cover coughs and sneezes | Hard to change habits  Lack of hand sanitizer | Posters  Instructional video  Soap & sanitizer |  |
| Cloth Face Coverings | Encourage use of face masks | Availability & cost | Masks |  |
| Adequate Supplies | Provide soap, sanitizer, wipes, masks, etc | Availability & cost | All named supplies |  |
| Signs and Messages | Post signs  PA announcements  Social media | Staff time  Color printing | Print color signs  Laminate? |  |

**Maintaining Healthy Environments**

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| **Considerations** | **Strategies** | **Challenges** | **Needs** | **Plan** |
| Cleaning and Disinfection | Clean & disinfect touched surfaces  Clean buses  Increased routine cleaning | Staffing  Cleaning supplies | More custodial staff  Supplies |  |
| Shared Objects | Discourage sharing  Keep belongings separated  Ensure adequate supplies to reduce sharing | Limited supplies  Limited storage space | Increased quantities of classroom supplies |  |
| Ventilation | Ensure ventilation systems are working properly  Increase infusion of outdoor air | Extreme heat – increased outside air will cause discomfort inside | More HVAC inspections |  |
| Water Systems | Ensure water systems are safe to use after shutdown  Clean drinking fountains  Encourage staff & students to bring own water | How would we know if the supply is safe? | Staff to flush sinks and fountains |  |
| Modified Layouts | Desks 6 feet apart  Face students away from each other  Space bus seating | Large class sizes  Limited classroom space  Inability to add bus routes  Instructional hours requirements (if splitting classes with reduced time) | More classrooms, teachers and furniture  More buses and drivers  Legislative flexibility with seat time, ADM, current year funding |  |
| Physical Barriers and Guides | Install sneeze guards/partitions where 6-foot distancing not possible  Provide distancing guides on floors/sidewalks | Not feasible on classroom desks  Difficult to distance long lines (large classes) and supervise safely | Materials & staff |  |
| Communal Spaces | Close cafeterias, playgrounds  Stagger use and clean  Add barriers between sinks | Cafeterias needed for lunches  Inadequate staffing and supplies  Availability of barriers | Larger cafeterias and playgrounds  Staff and supplies for additional cleaning  Barriers and staff to install |  |
| Food Service | Have kids bring own meals  Use disposable food service items  Use prepackaged food | High poverty families can’t afford meals  Prepackaged food less healthy |  |  |

**Maintaining Healthy Operations**

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| **Considerations** | **Strategies** | **Challenges** | **Needs** | **Plan** |
| Protections for Staff and Children at Higher Risk for Severe Illness from COVID19 | Offer high-risk staff to telecommute when possible  Offer virtual learning to high-risk students | Telecommuting not feasible for most school positions  AOI and virtual learning not established  Loss of ADM/funding | AOI credentials  Online learning curriculum  Teacher training  Funding safety net |  |
| Regulatory Awareness | Be aware of state/local policies related to group gatherings | Moving target (ever-changing) | Predictability and flexibility |  |
| Gatherings, Visitors, and Field Trips | Pursue virtual group events  Limit visitors, volunteers and activities  Avoid field trips, assemblies, parent meetings, performances, gatherings  Minimize risk with sporting events/activities | Parent engagement is critical in education  Athletics are mostly contact sports | Support to follow AIA guidelines |  |
| Identifying Small Groups and Keeping Them Together (Cohorting) | Limit mixing of groups or changing of classes | Not feasible in middle and high school  Not feasible with busing | More buses and drivers |  |
| Staggered Scheduling | Stagger arrival/dismissal times and locations  Flexible work sites and hours for distancing | Limited locations on campuses for arrival/dismissal  Limited flexibility with scheduling staff | Seat time legislative flexibility  More buses and drivers |  |
| Designated Point of Contact | Designate a primary contact at each school |  | Designated contact |  |
| Participation in Community Response Efforts | Participate in broad community response efforts | Limited time, staff and resources |  |  |
| Communication Systems | Have staff/families self-report COVID19 exposure or symptoms  Notify staff/families of closures/restrictions | Self-reporting unreliable | Educate staff & families |  |
| Leave/Absence Policies | Flexible sick leave policies  Develop policy for return after illness | Defined sick leave benefits  Limited substitute staff  Loss of ADM/funding | Policy guidance (models)  More substitute staff  Funding safety nets  Flexibility with attendance/ADM |  |
| Back-Up Staffing Plan | Monitor absenteeism of students and staff  Cross-train staff | Lack of sufficient staffing to cross train | More funding for more staffing |  |
| Staff Training | Train staff on safety protocols  Conduct training virtually | Training guidance needed  Not all staff have home internet | Training guidance  Trainers  Internet for staff |  |
| Recognize Signs and Symptoms | Conduct daily health checks | People can have COVID19 without symptoms  Who will do it and what will they do | Medical staff |  |
| Sharing Facilities | Encourage others using school facilities to follow CDC considerations | Enforcement |  |  |
| Support Coping and Resilience | Encourage students/staff to take breaks from news and social media  Promote wellness  Encourage people to talk  Post signs for national distress hotline | People are glued to social media | Signage  Counselors  Social workers |  |

**Preparing for When Someone Gets Sick**

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| **Considerations** | **Strategies** | **Challenges** | **Needs** | **Plan** |
| Advise Staff and Families of Sick Students of Home Isolation Criteria | Sick staff/students should not return until they have met CDC criteria | ADM drop will reduce funding  Inadequate substitute staffing | More substitute staff  Funding safety net  Seat time flexibility |  |
| Isolate and Transport Those Who are Sick | Tell staff/students not to come to work/school when sick  Immediately separate sick staff/students  Establish procedure for transporting sick staff/students | Limited space for isolation  Exposure to other staff/students  Limited staff and vehicle for individual transport  Liability for transporting sick staff/students | Guidance  Immunity from liability |  |
| Clean and Disinfect | Close off areas used by a sick person  Wait at least 24 hours and clean/disinfect the area | Closing off classrooms and common areas is not feasible | Additional space (eg: spare classrooms) |  |
| Notify Health Officials and Close Contacts | Notify local health officials, staff, and families of COVID19 cases  Inform those in contact with someone with COVID19 to stay home | Enforcement of self-quarantine  Lack of substitute staff  ADM drop will reduce funding | More substitute staff  Funding safety net  Seat time flexibility |  |