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 subsKids may arrive at school sick | Fact sheet, posters |  |
| Hand Hygiene and Respiratory Etiquette | Teach handwashingTeach to cover coughs and sneezes | Hard to change habitsLack of hand sanitizer | PostersInstructional videoSoap & 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 signsPA announcementsSocial media | Staff timeColor printing | Print color signsLaminate? |  |

**Maintaining Healthy Environments**

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| **Considerations** | **Strategies** | **Challenges** | **Needs** | **Plan** |
| Cleaning and Disinfection | Clean & disinfect touched surfacesClean busesIncreased routine cleaning | StaffingCleaning supplies | More custodial staffSupplies |  |
| Shared Objects | Discourage sharingKeep belongings separatedEnsure adequate supplies to reduce sharing | Limited suppliesLimited storage space | Increased quantities of classroom supplies |  |
| Ventilation | Ensure ventilation systems are working properlyIncrease 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 shutdownClean drinking fountainsEncourage 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 apartFace students away from each otherSpace bus seating | Large class sizesLimited classroom spaceInability to add bus routesInstructional hours requirements (if splitting classes with reduced time) | More classrooms, teachers and furnitureMore buses and driversLegislative flexibility with seat time, ADM, current year funding |  |
| Physical Barriers and Guides | Install sneeze guards/partitions where 6-foot distancing not possibleProvide distancing guides on floors/sidewalks | Not feasible on classroom desksDifficult to distance long lines (large classes) and supervise safely | Materials & staff |  |
| Communal Spaces | Close cafeterias, playgroundsStagger use and clean Add barriers between sinks | Cafeterias needed for lunchesInadequate staffing and suppliesAvailability of barriers | Larger cafeterias and playgroundsStaff and supplies for additional cleaningBarriers and staff to install |  |
| Food Service | Have kids bring own mealsUse disposable food service itemsUse prepackaged food | High poverty families can’t afford mealsPrepackaged 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 possibleOffer virtual learning to high-risk students  | Telecommuting not feasible for most school positionsAOI and virtual learning not establishedLoss of ADM/funding | AOI credentialsOnline learning curriculum Teacher trainingFunding 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 eventsLimit visitors, volunteers and activitiesAvoid field trips, assemblies, parent meetings, performances, gatheringsMinimize risk with sporting events/activities | Parent engagement is critical in educationAthletics 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 schoolNot feasible with busing | More buses and drivers |  |
| Staggered Scheduling | Stagger arrival/dismissal times and locationsFlexible work sites and hours for distancing | Limited locations on campuses for arrival/dismissalLimited flexibility with scheduling staff | Seat time legislative flexibilityMore 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 symptomsNotify staff/families of closures/restrictions | Self-reporting unreliable | Educate staff & families |  |
| Leave/Absence Policies | Flexible sick leave policiesDevelop policy for return after illness | Defined sick leave benefitsLimited substitute staffLoss of ADM/funding | Policy guidance (models)More substitute staffFunding safety netsFlexibility with attendance/ADM |  |
| Back-Up Staffing Plan | Monitor absenteeism of students and staffCross-train staff | Lack of sufficient staffing to cross train | More funding for more staffing |  |
| Staff Training | Train staff on safety protocolsConduct training virtually | Training guidance neededNot all staff have home internet | Training guidanceTrainersInternet for staff |  |
| Recognize Signs and Symptoms | Conduct daily health checks | People can have COVID19 without symptomsWho 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 mediaPromote wellnessEncourage people to talkPost signs for national distress hotline | People are glued to social media | SignageCounselorsSocial 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 fundingInadequate substitute staffing | More substitute staffFunding safety netSeat time flexibility |  |
| Isolate and Transport Those Who are Sick | Tell staff/students not to come to work/school when sickImmediately separate sick staff/studentsEstablish procedure for transporting sick staff/students | Limited space for isolationExposure to other staff/studentsLimited staff and vehicle for individual transportLiability for transporting sick staff/students | GuidanceImmunity from liability |  |
| Clean and Disinfect | Close off areas used by a sick personWait 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 casesInform those in contact with someone with COVID19 to stay home | Enforcement of self-quarantineLack of substitute staffADM drop will reduce funding | More substitute staffFunding safety netSeat time flexibility |  |