# Operations

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# Operations

The intent of this section is to create a template to guide local discussion regarding reopening school. It is not a one-size-fits-all document. The recommendations in the document are based on many available resources.

Because there will continue to be new information regarding COVID-19, recommendations from national, state and local agencies will continue to evolve. Local school districts need to work with their local health departments and local stakeholders to ensure their protocols align with the most current scientific knowledge and community expectations. It is also reasonable to expect that the protocols schools implement will change as the local conditions change. Districts should modify policies and handbooks when adopting or changing procedures related to COVID-19.

One factor that districts need to consider in conjunction with the local health department is the degree of community spread of COVID-19.

If there is very little community spread, schools may operate close to normal with some preventive measures in place, and an On-Site Learning Environment would be appropriate. If the prevalence of COVID-19 in the community increases, a district will need to increase preventive measures, which could include limiting the number of students at school, a Hybrid Learning Environment or shifting to a Remote Learning Environment where few or no students attend school on-site.

The Operations Taskforce Report is divided into eight sections: Health, Classrooms, Common Spaces, Transitions, Extra and Cocurricular, Facilities, Food Service and Transportation. The Health section contains information that is important for every aspect of school operations, whereas the other sections provide specific guidance for specific areas of school operations.

While COVID-19 is active within the state, schools will need to focus on student, staff and community health and safety, while providing the best educational opportunities possible. To accomplish this task, schools must maintain open communications with all parts of the school community; offer transparency by publicizing guidelines for conditions under which school operating statuses are determined; and ensure the community has easy access to updates and information about school reopening and possible facility closure.

Throughout this document there will be three learning environments that are referenced:

- **On-site Learning Environment:** students and teachers will be in school with or without social distancing practices put into place.
- **Hybrid Learning Environment:** students would be spending part of their time in the classroom and part of their time learning remotely from home. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.
- **Remote Learning Environment:** students would be doing all of their learning from home and not entering the school building at all. For remote learning scenarios, please see page 3 for Remote Learning Daily Log requirements.

# HEALTH

The Kansas Department of Health and Environment (KDHE) is pleased to partner in the development of reopening guidance for schools in Kansas, which have experienced unprecedented challenges since March 2020.

As we look ahead to the 2020-2021 school year, it is anticipated that COVID-19 will continue to spread. A public health approach is key to addressing the impacts of COVID-19, as well as in charting our way forward.

When considering implementation of recommendations, school administrators should ensure a current understanding about COVID-19 transmission and how it affects children; perspective about how COVID-19 is impacting the community where the school(s) are located (including number of cases and prevalence in 18 and under demographic); and the practicality of establishing and maintaining COVID-19 prevention and control measures.

Schools are an essential part of the communities where they are located and have a significant impact on the health and wellbeing not only of the students, but also school staff members, parents and the broader community. Objectives throughout this pandemic are to optimize education, promote health and safety and mitigate risk for everyone who is part of the school community.

There are many simple actions (e.g. hand-washing, staying home when sick, disinfecting frequently touched surfaces) that can reduce the risk of COVID-19 exposure and spread during the school day, as well as at school-sponsored activities.

This section provides a multitude of recommendations from a public health perspective and includes information about important preparation which should take place prior to the start of the 2020-2021 school year; considerations for nurses and other school health personnel; recommendations for when to exclude students and staff because of symptoms; and strategies for symptom detection. This section also includes the latest guidance from Centers for Disease Control and Prevention and KDHE about how to address what happens when a student and/or staff member tests positive and ensuring that contacts to the person testing positive are handled appropriately.

In the event a school does indeed have one case of COVID, school administrators need to work closely with their local health department to ensure that isolation and quarantine procedures are initiated and followed and that appropriate public information is shared.

You will notice throughout this section that protecting the health of the students, school staff members and anyone in the community who interacts with the school is not just the responsibility of the school administrator or school nurse - it is everyone's responsibility, including the students! It is anticipated there will be frequent updates to this section as the situation with COVID-19 is constantly evolving.

This guidance also includes important additional information that is included as appendices.

- **Appendix A**: As we all know, children experience a multitude of conditions, including colds, influenza and allergies. Many of the symptoms of these conditions mimic the symptoms often experienced with COVID-19; many are different. It is important for school personnel to be aware of the symptoms and know how to respond. Appendix A provides a comparison of three common conditions with COVID-19 so school personnel can be more informed and recognize signs of COVID-19 as early as possible.
- **Appendix B:** Isolation and Quarantine Graphic provides a short synopsis of KDHE's recommendations when members of the school community have tested positive for COVID-19 or when they are a close contact of someone who is. More detailed information for districts when they are faced with a positive case of COVID-19 are found in the exclusion-from-school section below.
- **Appendix C**: Kansas COVID Workgroup for Kids: Recommendations for School Reopening

## Wearing Masks, Cloth Face Coverings and other

- Best practices suggests that visitors, staff, and students should be required to wear masks or cloth face coverings while inside school facilities unless it inhibits the person's ability to perform his or her job, inhibits a student's ability to participate in the educational process or is disruptive to the educational environment.
- Masks or cloth face coverings are also recommended outside when social distancing is not possible.
- Masks or cloth face coverings should be required anytime social distancing and cohorting cannot be maintained. Face shields may be added, but are not a replacement for masks.

## Adopt Hygiene Measures

- All people are required to wash hands when they come to school and every hour.
- Teach and reinforce hand-washing with soap and water for at least 20 seconds, and increase monitoring to ensure adherence among students and staff.
  - If soap and water are not readily available, hand sanitizer that contains at least 60% alcohol can be used (for staff and older children who can safely use hand sanitizer).
  - Place hand hygiene stations at the entrances of the building.
- Encourage staff and students to practice social distancing whenever possible. Social distancing is defined as physical separation of a minimum of 6 feet or a minimum of 3 feet in a regular classroom setting.
- Encourage students and employees to sanitize their backpacks and personal items at the beginning and end of the day and separate personal items into cubbies or baskets that are not shared with other students. Do not allow students to share lockers.
- Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash, and hands should be washed immediately with soap and water for at least 20 seconds.
- Encourage classes and employees to create their own hand signals to replace shaking hands, hugging or giving high-fives.
- Make sure that disinfectant and related supplies are available to all employees close to their workstations.
- Post signs at all entrances informing all who enter that they must:
  a. Not enter if they have a cough or fever.
  b. Maintain a minimum 3 feet of distance in a regular classroom setting and a minimum of 6 feet in any other school area.
  c. Not shake hands or engage in any unnecessary physical contact.
- Post signs in highly visible locations (e.g., school entrances, restrooms) that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a mask or cloth face covering).
- Post signs in bathrooms with directions on how to effectively wash hands.
- Include messages about behaviors that prevent the spread of COVID-19 when communicating with staff and families (such as on school websites, in emails, and on school social media accounts).
- Employee handbooks and student handbooks should include information on how to recognize the signs of infection and directives not to come to school if sick.

***Considerations for nurse/health personnel***

- Inventory and request necessary supplies for the health room and other building use. Examples: Personal Protective Equipment (PPE) - gloves, masks, face shields, gowns; touch-free thermometers; and sanitizers/ cleanser, hand soap, tissues.
- Make sure, at minimum, surgical masks are available for health room staff members; any employee working with a medically fragile child; and any person exhibiting symptoms.
- A surgical mask plus face shield can be used during an interaction with students/staff that will likely aerosolize droplets. N95 masks should only be used by personnel who have been fit tested and as part of an established respiratory health program.
- Review health office/facility to minimize infection. Examples:
  - Provide a separate room for students/ staff who might have COVID-19 or other communicable disease and are waiting for pickup. The room needs to be disinfected frequently and restricted to authorized staff and students.
  - Determine if an area separate from the nurse's office is necessary to care for students that need suctioning, tube feeding and nebulizers to minimize contact with potentially ill children.
  - Ensure furniture and other surfaces can be easily disinfected.
  - Ensure trash cans and other receptacles are no-touch.

- Examine equipment such as thermometers to determine if adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.
- Explore telehealth options for district, staff members and family use.
- Communicate with families.
- Review immunization records.
  - Notify all parents of students who are not immunized or have a legal exemption on file that the student will not be allowed to attend school until those immunizations have been completed or the first dose of an ongoing immunization is received.
  - Notify all parents of students who have a legal exemption on file that the student may be excluded from school if there is an incident of a disease for which they are not immunized in the school community.
- Contact all parents with students on health plans and determine if they need to be revised to address minimizing infection. Examples:
  - Examine the care of students with respiratory illnesses and the administration of nebulizer treatments or suctioning.
  - Revise medication schedules to minimize the number of students in the nurse's office at one time.
- Prepare lists of medical/dental resources to share with families.
- Prepare to provide daily health reports to the superintendent or central office.
- Communicate with state and local health departments.
  - Verify where staff and students can be tested for COVID-19.
  - Obtain current information and tools that help students, families and staff self-screen for COVID-19 illness.
  - Notify the health department when student or staff absences exceed predetermined threshold.

## Exclusion from School

Students and employees exhibiting symptoms of COVID-19 without other obvious explanations are prohibited from coming to school, and if they do come to school, they will be sent home immediately. School districts should be familiar with the symptoms of COVID-19 based on KDHE guidance (See Appendix A: Coronavirus vs. Cold vs. Flu vs. Allergies). The current known symptoms are:

- Fever (100.4 or higher).
- Chills.
- Rigors.
- Muscle or body aches.
- Fatigue.
- Headache.
- Sore throat.
- Lower respiratory illness (cough, shortness of breath or difficulty breathing).
- New loss of taste or smell.
- Diarrhea.

## Temperature and Symptom Screening

- Staff members should be screened daily by taking their temperature upon entry to a school facility. If possible, staff members should make a visual inspection of every student for signs of illness. Best practices support taking each student's temperature daily. Preferably the district uses no-touch thermometers and conducts the screening with a physical barrier between the staff member and the student. Alternatively, the staff member wears personal protective equipment (PPE).
- Work with the local health department to determine if it is appropriate to have families monitor student's temperatures at home.

## Medical Inquiries

- Given the nature of the pandemic, a school district will make additional medical inquiries of staff members and students than they otherwise would have. Please note that federal law typically limits the type of medical inquiries that can be made, but given the nature of the pandemic, more leeway has been given by federal agencies in this circumstance.
- If a parent tells the school that a student is ill, the school may ask the parent whether the student is exhibiting any symptoms of COVID-19. If an employee calls in sick or appears ill, the school will inquire as to whether the employee is experiencing any COVID-19 symptoms. The school may take the temperature of students, employees and visitors to school property on a random basis or in situations where there is reason to believe that the person may be ill. If someone is sneezing or coughing, he or she may be excluded to minimize the spread of bodily fluids, even if the person is not exhibiting signs of COVID-19. If a person is obviously ill, the school may make additional inquiries and may exclude the person from school property.

## Personal Protective Equipment (PPE)

- Some employees may be required to wear PPE when directed to do so by the school's protocol or the employee's supervisor. In addition, people who are coughing or sneezing due to reasons other than potential COVID-19 infections (allergies, etc.) may be asked to wear a mask, a cloth face covering or other PPE while on school property to minimize dissemination of bodily fluids and may be asked to leave.

## Defining a Case of COVID-19 Disease and the Infectious Period

- A person is considered a case of COVID-19 disease if they have tested positive for the SARS-CoV-2 virus by a diagnostic test (PCR or antigen). Based on what we currently know, a case is considered infectious two days prior to the onset of symptoms through at least 10 days after the onset of symptoms. For cases that do not have symptoms, the infectious period is considered as two days prior to the date the sample was collected through a minimum of 10 days from the date the sample was collected. Cases must remain in isolation until they have met the criteria for release from isolation set by KDHE or the local health department (See Appendix C: Isolation and Quarantine Release graphic).

## Defining a Close Contact

- A person is considered a close contact of a case if they were within 6 feet of the case for 10 minutes or more or if they had exposure to secretions (for example, being coughed or sneezed on). Close contacts must remain in quarantine until they have met the criteria for release from quarantine set by KDHE or the local health department (See Appendix B: Isolation and Quarantine Release graphic).

## Return to School After Exclusion

Once a student or employee is excluded from the school environment, they may return if they satisfy the recommendations of KDHE or the local health department. Currently those guidelines are:

- **Untested.** Persons who have not received a test proving or disproving the presence of SARS CoV-2, the virus that causes COVID-19, but experience symptoms may return if the following conditions are met:
  - Ten (10) calendar days have passed since symptoms first appeared
    AND
  - Fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved).
  - Whichever criteria is longer. Meaning, a minimum of 10 days.
- **Tested and awaiting results.** Persons who are suspected of having COVID-19 disease and are awaiting test results should be isolated at home until test results are received.
- **Positive result.**
  - Symptomatic cases may return if the following conditions are met:
    - Ten (10) calendar days have passed since symptoms first appeared
      AND
    - Fever free for 72 hours without the use of fever reducing medicine and other symptoms have improved (for example, when cough or shortness of breath have improved).
    - Whichever criteria is longer. Meaning, a minimum of 10 days.
  - Asymptomatic cases may return if the following conditions are met:
    - Ten (10) calendar days have passed since the date sample was collected
      AND
    - Symptoms have not developed.
    - If symptoms develop during the 10-day isolation period, then follow the above criteria for symptomatic cases with a new isolation period starting from the day symptoms started.
- **Negative result.**
  - Known exposure to a COVID-19 case or travel from a location on the KDHE Travel-related Quarantine List People who are identified as close contacts of a COVID-19 case or have travelled from a location on the KDHE Travel-related Quarantine List must be quarantined for 14 days. A negative test result within the 14-day quarantine period does not affect the quarantine period and the person must finish their 14-day quarantine.

- No known exposure to a COVID-19 case or travel-related exposure. People who have not been identified as a close contact to a COVID-19 case and have not traveled from a location on the KDHE Travel-related Quarantine List may return to work/school.

## Other Students and Employees in the Household

- If a student or employee is excluded from school because of a positive COVID-19 test, other students and employees living in the same household are considered close contacts and will be excluded from school for a mandatory 14-day quarantine period, which begins after their last exposure to the case. If the household contacts continue to live in the same household as the case while the case is in isolation, the 14-day quarantine period for household contacts begins once the case is released from isolation by Public Health (See Appendix C: Isolation and Quarantine Release Graphic).
- If a student or employee is excluded from school on a 14-day mandatory quarantine period because they have been identified as a close contact of a case, then other students and employees living in the same household are considered contacts of a contact and do not need to be excluded from school unless they were also identified as a close contact of a case.

## Travel-Related Quarantine

- If a student or employee has recently traveled from a location on the KDHE Travel-related Quarantine List, the student or employee is subject to a mandatory 14-day quarantine starting from the day after they return to Kansas.

## School Response to Student or Employee in Isolation or Quarantine

- As soon as the school becomes aware of a student or employee that has been diagnosed with COVID-19 disease, the custodial staff will be informed so that all desks, lockers and workspaces of the person are thoroughly disinfected. If the school is not open when notification occurs, the custodial staff will wait 24 hours or as long as possible prior to disinfecting and instead will block off the area so that others do not have contact. However, if that is not possible or school is in session, the cleaning will occur immediately.
- School staff will immediately begin compiling a list of close contacts, including names, email addresses and phone numbers. Consider the two days prior to when the case started having symptoms or if the case was asymptomatic the two days prior to the date the sample was collected. Identify anyone who would have been within 6 feet for 10 minutes or more or would have had direct contact with secretions. Guardians of students who have been identified as close contacts and any staff identified as close contacts should be informed immediately. Close contacts must start a 14-day mandatory quarantine period starting from the day after the last contact with the case. The list of close contacts should be shared with the local health department for follow-up during the quarantine period.

## Separation While in School

- Each school must have a room or space separate from the nurse's office where students or employees who may have COVID-19 or another communicable disease will wait to be evaluated or for pick- up. Students will be given a mask to wear. Only essential staff and students assigned to the room may enter, all will sign in so that there is a record of the persons who entered the room, and the room will be disinfected several times throughout the day. Strict social distancing is required, and staff must wear appropriate PPE. Students who are ill will be walked out of the building to their parents.

## Care Rooms for Students with Physical Needs

- Each school will designate a location separate from the nurse's office for the care of students with special care needs, such as suctioning, tube feeding and nebulizers to minimize exposure to students who might be ill. The room will be disinfected frequently, and all staff members present will wear appropriate PPE. The student will be provided a mask.

## Confirmed Case of COVID-19 in the School Building

- When there is confirmation that a person infected with COVID-19 was in a school building, the school will contact the local health department immediately. As one option, the school will close the school building for a minimum of two to five days and work with the local health department to assess factors, such as the likelihood of exposure to employees and students in the building, the number of cases in the community and other factors that will determine when the building should reopen. While the school building is closed, all school activities will be cancelled or rescheduled, regardless of whether the activity was to take place in the building or another location, including extracurricular activities, before and after-school programs and field trips. Parents/students and employees will be encouraged to stay at home until more information is provided by the school or the health department.
- As another option, the school may remain open but block off areas where the person infected with COVID-19 was in the school building until the area has been cleaned thoroughly. The school should work with the local health department to assess for close contacts within students and staff and inform those who are exposed that they must start a mandatory 14-day quarantine period.
- The school will contact parents/students and employees and notify them that a person who tested positive for COVID-19 was in the building and encourage cooperation with the school and the local health department to trace contacts with the individual. The individual who tested positive will not be identified in communications to the school community at large.

# CLASSROOMS

## Instructional Programing

### General Guidance

- Practice and prepare to model proper hygiene practices, such as handwashing, using hand sanitizer and social distancing techniques, including alternatives to handshakes.
- Post signage in classrooms, hallways and entrances to communicate how to reduce the spread of COVID-19.
- Practice and prepare to model the proper wearing and disposal of personal PPE, including masks.
- Train staff in trauma-informed practices to strengthen the trauma- informed culture for students. Prepare to communicate effectively and empathetically with students about the pandemic and about the necessary changes to school life.
- Reduce class sizes as needed, and maintain adequate staffing levels for teaching and learning to occur in a safe and equitable manner (i.e. band, choir, physical education).
- Social distance as possible by increasing space between students during in-person instruction. Understand there may be times that it will be necessary to provide close individual contact to provide comfort, private discipline or personal instruction. When in close contact for long periods of time, staff should wear PPE, as feasible.
- Extra furniture should be removed from the classroom to increase the space available to provide distance between students.
- As much as possible, furnishings with fabric and other hard-to-clean coverings should be removed from the classroom.
- Arrange student furniture to have all students face in the same direction.
- When possible, assign seats and require students to remain seated in the classroom.
- Utilize outdoor spaces as appropriate.
- Prepare to accommodate students with disabilities, including students who may be nonverbal, so they are safe from harm.
- Support equitable access to continuous instruction by ensuring that all students have the required hardware, software and connectivity to be successful.
- Students who have underlying conditions or risk factors identified by the Centers for Disease Control (CDC) should be provided with opportunities to continue learning while prioritizing their health and safety.
- Staff members who have underlying conditions or risk factors identified by the CDC should communicate with their supervisor about appropriate protective measures and accommodations.
- Consider delaying academic instructional activity to start school with a focus on social and emotional learning activities that includes trauma screening and supports to help students and adults deal with grief, loss, etc. Assess students' capacity and readiness to learn and address gaps from previous year prior to focusing on academics and classroom plans. Socio-emotional supports should then be continued throughout the school year and be integrated into students' regular learning opportunities.
- Practice what different learning environments may look like as schools fluidly move from one learning environment to another in response to local transmission. Align school response to community response.
- Districts may consider adopting an alternate calendar for the school year (have multiple calendars ready for several scenarios).
- Districts might consider staggering the days students are attending (half-day rotation, one-day rotation, two-day rotation, or A/B week) and stagger students' schedules.

## Group Stability

### Low Community Restrictions: On-site Learning Environment

- Establish stable groups, when possible (middle school/high school may be part of multiple stable groups).
- Students may travel in stable groupings, when feasible.
- Consider the use of stable groups as defined by local, state and CDC guidelines.
- Where possible, consider teachers rotating with the stable group staying in one location.

### Moderate Community Restrictions: Hybrid Learning Environment

- To reduce the risk of exposure to COVID-19, develop a schedule of stable groups so that some students are attending school on-site while others are attending remotely. On-site and remote learning groups can alternate, but stable groups should be maintained.
- Maintain hybrid learning/adjusted schedules so young students and most vulnerable students can be on-site.
- Students should stay in their locations and staff rotate in and out of classes.
- Remove unnecessary materials and furniture from classrooms to maximize classroom space.
- Implement stable groups, when possible (middle school/high school may be part of multiple cohort groups).
- Limit mixing of groups.

### High Community Restrictions: Remote Learning Environment

- Establish remote learning opportunities for most students.
- Maintain small at-risk groups of less than 10 on-site.
- Schedule at-risk population on-site.
- Abide by the max number of people allowed to congregate as determined by the administration, state, local governments and CDC guidelines.
- Students should remain with the core stable group as defined by the local, state and CDC guidelines.

## Social Distancing

### General Guidance

Districts are encouraged to adopt policies for social distancing and gatherings and virtual instruction.

### Low Community Restrictions

- Distance, when feasible, following CDC recommendations.

### Moderate Community Restrictions

- Distance, when feasible, following CDC recommendations.
- Limit student interaction between students from separate stable groups.

### High Community Restrictions

- Distance, when feasible, following CDC recommendations.
- Limit student interaction between students from separate stable groups.
- Maintain 3 feet social distancing.

## Instructional Materials

### Low Community Restrictions

- Create individual materials/supply bags or kits.
- Wipe center/shared materials after each group.
- Shared digital devices wiped after use; 1:1 devices used as normal.
- Ensure hand-washing/sanitizer after shared use of items.
- Provide individual pencil sharpeners for each child or sharpened pencils to prevent use of shared pencil sharpeners.
- Supplies, manipulatives and technology should be cleaned and sanitized daily.

### Moderate Community Restrictions

- When feasible, no sharing of school supplies.
- If sharing is not preventable, wipe/clean between uses.
- All supplies, textbooks, manipulatives and technology should be cleaned and sanitized between each use.

### High Community Restrictions

- All students should have their own supplies.
- Avoid sharing of materials.
- If sharing is unavoidable, sanitize between each use.

## Specialized Classes

### Low Community Restrictions

- All supplies, including instruments, art supplies, tools, etc., should be cleaned and sanitized daily.
- Students should not share any supplies, including instruments, art supplies, tools, etc., where feasible.
- Allow a stable group of elementary students to move to specialized classes as a group with proper hygiene and cleaning routines.

### Moderate Community Restrictions

- All supplies, including instruments, art supplies, tools, etc., should be cleaned and sanitized between each use.
- Consider having the stable student groups remain in the classroom and specialized teachers can rotate into the classroom.
- To maximize classroom space, remove any unnecessary materials and furniture.

### High Community Restrictions

- Students should not share any supplies, including instruments, art supplies, tools, etc., where feasible.
- All supplies, including instruments, art supplies, tools, etc. should be cleaned and sanitized daily.

## Support Groups

### Low Community Restrictions

- All supplies should be cleaned and sanitized daily.
- Within the school structure, minimize the movement of the specialized staff with proper hygiene and cleaning routines.

### Moderate Community Restrictions

- Teachers travel to classes/groups, when feasible (middle school/high school may be part of multiple cohort groups).
- All supplies are cleaned and sanitized between each use.
- Within the school structure, minimize the movement of students with proper hygiene and cleaning routines.

### High Community Restrictions

- Staff members travel to students.
- Students should not share any supplies when possible.
- No travel.

## Financial Considerations

- Potential increased need for textbooks and instructional supplies for individualized student contact.
- Increased staffing, increased cleaning supplies, and increase in staffing-hours to complete hygiene/cleaning routines.
- Increase in structures and signage to encourage proper social distancing, hygiene habits and school norms.

## Considerations for Early Childhood and Classrooms with Specialized Instruction

### All Levels of Community Restrictions

- The use of masks or cloth face coverings may not be feasible for staff members and students in early childhood programs and for classrooms with medically fragile students and students with special needs, e.g. deaf and hard-of-hearing students who will struggle with muffling by masks and loss of ability to see face and lips.
- Consult with local health officials/medical experts and staff members regarding appropriate alternative face coverings, such as face shields, which allows visibility of face.
- Reinforce other healthy practices, including frequent hand-washing, avoiding touching mouth, nose and eyes as much as possible, and as much social/physical distancing as is practicable.

## Classroom Visitors

### All Levels of Community Restrictions

- Visitors should have limited access to building beyond the front office (consult local health department).
- Touchless hand sanitizers - one for staff members and one for visitors.
- Visitors are highly encouraged to wear masks before entering.
- Clear signage on doors regarding fever, illness symptoms and mask.

# Attendance Standards

## General Guidance

- Districts are highly encouraged to look at their attendance policies and communicate how those might be relaxed and/or altered during various phases.
- Districts might also choose to postpone widely publicized awards, such as perfect attendance, when students and staff members should stay at home.

## Low Community Restrictions

- Consider creating a process to identify those students at high risk; schools might utilize their behavior/SEL protocols to tier students in order to provide an appropriate amount of support while in various phases.
- Consider assigning each student someone to check in on them; could be the classroom teacher, counselor or social worker.
- Establish weekly routines and procedures to check, monitor and assist students who are not attending in person.
- Utilize technology as much as possible to allow students not attending in person to still have equal access to education.

## Moderate Community Restrictions

- Districts might consider staggering the days students are attending (half-day rotation, one-day rotation, two-day rotation or A/B week).
- Districts should discuss what engagement looks like during remote learning and how attendance will be taken. Once consensus is reached, all stakeholders should be clear on expectations.
- Consider creating a process to identify those students at high risk; schools might utilize their behavior/SEL protocols to tier students in order to provide an appropriate amount of support while in various phases.
- Districts might ask for medical documentation for long-term illnesses.
- Consider assigning each student someone to check in on them; could be the classroom teacher, counselor or social worker.
- Establish weekly routines and procedures to check, monitor and assist students who are not attending in person.
- Utilize technology as much as possible to allow students not attending in person to still have equal access to education.

## High Community Restrictions

- Districts might consider staggering the days students are attending (half-day rotation, one-day rotation, two-day rotation or A/B week).
- Districts should discuss what engagement looks like during remote learning and how attendance will be taken. Once consensus is reached, all stakeholders should be clear on expectations.
- Consider creating a process to identify those students at high risk; schools might utilize their behavior/SEL protocols to tier students in order to provide an appropriate amount of support while in various phases.
- Consider assigning each student someone to check in on them; could be the classroom teacher, counselor or social worker.
- Establish weekly routines and procedures to check, monitor and assist students who are not attending in person.
- Utilize technology as much as possible to allow students not attending in person to still have equal access to education.
- Establish clear procedures for how schools will take attendance; might consider working with families and social workers/ counselors in truancy.

## Discipline

### All Levels of Community Restrictions

- Consider protecting administrative staff with a clear barrier/sneeze guard.
- Consider having the administrator travel to the student who is struggling (rather than bringing the student to the office).
- If a student must come to the office, consider designating a space for the student to sit where he/she can be monitored but also a place where he/ she, as well as office staff members, are distanced and protected.

## Emergency Safety Interventions (ESI)

### All Levels of Community Restrictions

- Restraint, as always, should be a very last resort. If a restraint is deemed necessary, consider a restraint that does not put the student and adult(s) face-to-face to limit exposure. Adults should wear a mask, as appropriate, and as they are able to.

# COMMON SPACES

## Promoting Behaviors that Reduce Spread in Common Spaces

Schools may consider implementing several strategies to encourage behaviors that reduce the spread of COVID-19 for students and staff specific to common spaces. Common spaces may include but are not limited to: library, hallways, cafeteria, front office, gymnasiums, health room, front entry, auditorium, bathrooms, locker rooms, sports venues, parking lots, teacher lounges, break rooms, work rooms, conference rooms and multipurpose rooms.

## Maintaining Healthy Environments in Common Spaces

Schools should consider implementing several strategies to maintain healthy environments in Common Spaces. This can include closing or restricting the use of common spaces.

### Cleaning and Disinfection

- Clean and disinfect frequently touched surfaces (e.g., playground equipment, door handles, sink handles, drinking fountains) within common spaces at least daily or between use as much as possible.

### Shared Objects

- Discourage sharing of items that are difficult to clean or disinfect.
- To reduce touch points, have office staff record visitors to the building as opposed to using sign-in/out forms.
- Keep each child's belongings separated from others' and in individually labeled containers, cubbies or areas.
- Ensure adequate supplies to minimize sharing of high touch materials to the extent possible (e.g., assigning each student their own art supplies, equipment) or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use.
- Avoid sharing electronic devices, toys, books, games or learning aids.
- Workspaces for students and staff members should be cleaned and disinfected between uses by different individuals.

### Modified Layouts

- Space seating areas at least 6 feet apart when feasible, other than in a classroom setting where sitting should be 3 feet apart.
- Have students sit on only one side of tables, spaced apart, when feasible.

### Physical Barriers and Guides

- Install physical barriers, such as sneeze guards and partitions, particularly in areas where it is difficult for individuals to remain at least 6 feet apart (e.g., reception desks).
- Provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure that staff members and children remain at least 6 feet apart in lines and at other times (e.g. guides for creating one-way routes in hallways).
- Add physical barriers, such as plastic flexible screens, between bathroom sinks, especially when they can't be at least 6 feet apart.
- Have visitors schedule appointments in advance and remain outside the facility until appointment time/contact via phone. All visitors should answer "no" to the following questions prior to entering: Do you have a temperature over 100.4? Do you have symptoms of fever and cough, shortness of breath? Have you visited any of the restricted travel advisory locations on the KDHE list within 14 days? Have you had close contact with anyone in the past 14 days who has been diagnosed with COVID-19?
- Limit the number of visitors to the front offices so as to keep social distancing standards.
- Designate single entrance points and exit points.

### Multiuse Spaces

- Multiuse spaces, such as dining halls, multipurpose rooms and stage areas may stagger use and clean and disinfect between use.

## Maintaining Healthy Operations

Schools may consider implementing several strategies to maintain healthy operations in common spaces.

## Protections for Staff and Children at Higher Risk for Severe Illness from COVID-19

- Consistent with applicable law, put in place policies to protect the privacy of people at higher risk for severe illness regarding underlying medical conditions.
- Stock common areas with medical supply kits to address initial first- aid needs so as to reduce traffic to nurse offices.

## Gatherings of staff and students

- Limit the use of common spaces by multiple groups at one time. If students and staff members are in stable groups in classrooms, they should not come together in common spaces.
- Pursue virtual group events, gatherings or meetings, if possible, and promote social distancing of at least 6 feet between people or groups if events are held. Limit group size to the extent possible.
- Pursue virtual activities and events in lieu of student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.

## Visitors

- Limit any nonessential visitors, volunteers and activities involving external groups or organizations as possible – especially with individuals who are not from the local geographic area (e.g., community, town, city, county).
- Use virtual options for guest speakers.
- Do not allow lunch guests.

## Parents

- Limit parents coming into the building.
- Establish procedures to allow parents to drop off or pick up students without entering the building.
- Establish practices for parents to drop off student materials with minimal interaction with nonfamily members.
- Use virtual options for parent meetings and conferences whenever possible.

## Staggered Scheduling

- Stagger arrival and drop-off times or locations by cohort or put in place other protocols to limit contact between cohorts and direct contact with parents as much as possible.
- Alter bell schedules and release times between class periods to assist in minimizing foot traffic.

## Staff Training

- Train staff on all safety protocols regarding safe use of common spaces.
- Include proper use of cleaning supplies if cleaning and disinfection will be required of noncustodial staff.
- Conduct training virtually or ensure that social distancing is maintained during training.

## Sharing Facilities

- Require organizations that share or use the school facilities to also follow safe operations and social distancing.
- Revise assemblies and performances to allow for social distancing.
- Plan alternatives activities for graduation and other milestone events.

## Libraries

- Have hand sanitizer available for student use before they select a book.
- An adult wearing gloves may take books off the shelf for each student.
- Consider checking out classroom sets of books to limit traffic in the library and handling of books.
- Have a collection-return box for all items being returned. Leave items in the box for 72 hours before replacing them on the shelves. This will require a three day rotation of collection-return boxes.

# TRANSITIONS

Transitions within schools include arrival, dismissal, movement in the hallways between classes, to and from lunch, specials, restroom breaks, and any other collective movement within the school. The recommendations below will help schools decide the best way to maintain health and safety for students and staff during transitions.

These recommendations are for On-Site and Hybrid Learning Environments. Some of the best ways to prevent the spread of viruses are through social distancing and hygiene practices including hand-washing, use of hand sanitizer and masks where appropriate.

Effective social distancing during transitions will mean fewer people in the same spaces. Limiting the numbers of people and the numbers of transitions may help. Resources we drew on include: CDC Foundation,

CDC and KDHE. These recommendations are based on current knowledge and understanding about COVID-19 and are subject to change or modification based on scientific evidence and the incidence of disease in each specific community.

## Best Practices

Students should travel between locations as little as possible. When traveling, procedures to decrease interaction between students should be considered. Traveling in groups should only occur with stable student cohorts as described for classroom settings.

### One-Way Traffic

- If hallways are not wide enough for proper social distancing of students, one-way traffic should be considered, as well as possible staggered release times.

### Adhere to Social Distancing

- Visual cues in hallways may be necessary to assist students with proper social distancing: decals on the floor, tape, paint, carpet squares.

### Front Facing

- Students should face forward during transitions to prevent face-to- face interaction.

### Alternate Days and Staggered Times

- In order to adhere to smaller groups of students, schools may look at alternating schedules when attending on-site classes. This may include half days, block scheduling, alternating days and other hybrid models.
- Schools may want to stagger arrivals, departures and transitions within the school to avoid larger gatherings.

### Open Doors as Possible to Reduce Spread of Germs on Doors

- To reduce the number of interactions with door handles, door openers may be installed (manual/automatic).
- Some schools may find leaving doors open to be the easiest way to reduce the shared common surface of door knobs and handles.

### Visitor Policies: *i.e. masks, temp checks, etc.*

- Policies should be put in place to reduce exposure from outside individuals to staff and students for the purpose of mitigation.

## No Lockers

- To decrease the number of students in hallways, lockers should be closed and locked.
- If lockers must be an option, it is highly recommended that student transition time be staggered to allow for social distancing.

## Use Outside Spaces as Possible

- If possible, transitions could take place outside of the building as well as cohort learning. Student safety and school security should be considered at all times.

## Restrooms

- It's recommended that students use restrooms during instructional time to reduce the number of interactions in the hallway.

## Movement Between Buildings

- Eliminate or minimize students traveling between buildings to receive services.
- Minimize staff members traveling between buildings to provide student services.
- Record dates and times when itinerant staff members work with specific students.
- Record dates, times and locations for staff members working in multiple buildings (i.e. administrative and maintenance staff).

# EXTRA AND COCURRICULAR

The following reopening guidance for extra and cocurricular activities is suggested and/or best practices from reputable sources including the CDC, National Federation of State High School Associations (NFHS), Kansas Department of Health and Environment (KDHE), and the Kansas High School Activities Association (KSHSAA). Each district will need to determine what is feasible in their settings and make adjustments accordingly. It is strongly encouraged that districts are in close communication with their local health department/health officers.

## Administrative Recommendations

- Provide COVID-19 education for coaches/sponsors, students, and parents.
  - Consider collaborating with athletic trainers, school nurses, and/or local health officials.
- Post signage regarding COVID-19 prevention and safety.
- Post signs and symptoms of COVID-19 throughout all facilities.
- Maintain an attendance roster at all activities for contact tracing purposes.
- Conduct and document symptom and temperature monitoring as feasible.
- Maintain documentation of the following as feasible:
  - Date/time.
  - Participant name.
  - Temperature.
  - Report of cough.
  - Report of sore throat.
  - Report of congestion, runny nose.
  - Report of headache.
  - Report of chills.
  - Report of fatigue.
  - Report of new loss of taste/smell.
  - Report of muscle weakness.
  - Report of shortness of breath.
  - Report of nausea, vomiting, diarrhea.
- Report of close contact with someone diagnosed with COVID-19:
  - Individuals that exhibit any symptoms of COVID-19 or indicate contact with some with COVID-19 should be excluded from activities and reported to the health office following district procedures.
  - Provide coaches/sponsors with hand sanitizer, tissues, gloves, masks or cloth face coverings as appropriate. Face shields may be added, but are not a replacement for masks. Encourage highly visible stations with these supplies.
  - Communicate support for high-risk individuals to avoid participation in extra and cocurricular activities. High-risk individuals include those 65 years of age or older and people of any age with underlying medical conditions, including chronic lung disease, moderate to severe asthma, serious heart conditions, immunocompromised (i.e., cancer treatments, smoking, HIV, organ transplant), severe obesity, diabetes, chronic kidney disease/dialysis and liver disease.
  - Develop plans around scheduled practice/competitions/performances during temporary school closures.
  - Develop plans around canceling contests/performances during regular season and/or parameters for premature ending to postseason events/competitions.

## Communication Recommendations

- Establish regular communication with relevant agencies at federal, state and local levels via district/school webpages, Twitter, Instagram, SchoolMessenger, Email, Text messages, local newspaper, local TV, etc. (translate all communications and provide translation services if needed).
- Establish district/building extra and cocurricular committees to plan and oversee reopening process; committee members should represent all stakeholders within the district and community including a local public health representative.
- Hold regular meetings with minutes posted for all stakeholders to review
- Create contingency plans for extra and co-curricular reopening and potential renewed concerns regarding COVID-19.
- Develop a communication plan with local health officials should a staff/student exhibit signs/symptoms and/or have a positive COVID-19 test.
- Develop district/school/activity communication plans to notify parents/guardians of a staff member/student who

reports coronavirus signs/ symptoms and/ or has a positive COVID-19 test observing all FERPA/HIPAA laws.

- Provide frequent, clear and concise information and updates related to extra and cocurricular activities.
  - Communicate preventative measures the district is taking to keep extra and cocurricular students and staff members as safe as possible.
  - Communicate anticipated timelines for reopening and/or any potential change in current status quo related to extra and cocurricular activities.
  - Communicate changes in district/ school policies, procedures and practices.
  - Communicate adjustments to busing students, drop-off and pick-up times.
  - Communicate/outline any changes in attendance and/or enrollment policies as issues arise related to extra and cocurricular activities.
  - Adjust academic, activities and athletic calendars as needed.
  - Friendly reminders to stay home if ill, instructions to prevent spread (i.e. COVID-19 Pillars of Safety).
- Provide clear and concise facility policies/ information.
  - Maintaining healthy air quality information
  - Communicate availability of supplies, including masks or cloth face coverings, gloves, hand sanitizer, etc.
  - Communicate cleaning and disinfecting procedures for classrooms, locker rooms, gyms and weight room procedures.
  - Provide information regarding appropriate/feasible social distancing on bus, van and/or cars if necessary.
  - Post educational/informational signage in all buildings, buses, van, car and outdoor facilities.

## Personal Hygiene Recommendations

- Personal hygiene protocols for extracurricular activities should be consistent with protocols used in all other school settings.
- Use hand sanitizer/wash hands upon arrival, frequently during play/ practice, after activities.
- Maintain at least 6 feet of personal distance as much as possible.
- Strongly encourage masks or cloth face coverings.
  - Especially when at least 6 feet of personal distance is not feasible.
  - Not advised during high intensity workouts, playing instruments.
  - Students/staff members should always be allowed to wear a mask or cloth face covering if they prefer.
- Encourage alternatives to high fives and celebrations to minimize contact.
- Cough/sneeze into your elbow.
- Do not spit near others or onto surfaces used by others.
- Cover open wounds.
- Clean/disinfect highly touched surfaces frequently.
- Shower, wash clothing, and clean gear immediately after play/practice.

## Equipment/Facilities Recommendations

- Limit sharing of equipment and gear. Students should provide/be provided with their own clothing, shoes, water bottles, towels, etc. If gear is shared, clean/disinfect between individual use.
- Consider avoiding communal water stations. If water stations are used, consider signage reminding athletes of hand hygiene/avoid touching eyes, nose, mouth.
- Wash all clothing/towels after play/practice.
- When sharing implements (balls, equipment), don't touch eyes, nose or mouth, and use hand sanitizer frequently.
- Balls/equipment should be wiped and cleaned between practice sessions and during sessions as feasible.
- Consider storage of equipment and gear separately in order to avoid cross contamination and/or clean/disinfect equipment/gear pre/post use.
- Follow CDC recommendations for cleaning of community facilities.

## Recommendations for Athletics

- Follow all of the safety and prevention protocols practiced in school.
- Engage in individual work as much as possible.
- Encourage small group work as much as possible.
- Maintain at least 6 feet of distancing when not engaged in activities.
- Limit number of times athletes are face to face as much as possible.
- Limit length of time athletes are face to face as much as possible.
- Consider staggered start times.
- Encourage athletes to arrive/depart in individual cars.
- Avoid/limit shared equipment/gear.
- Stagger locker room schedule to avoid overcrowding.
- Considerations for safety regarding transportation when required.
- Wear masks or cloth face coverings when 6 feet of personal distance isn't feasible.
- Be aware of increased risk as participation moves from school, regional, state, and national levels.
- Consider live streaming as allowed.
- Higher risk activities present greater opportunities for spread of disease therefore consideration should be made for increased precautions as the risk increases.
- Per NFHS:
  - **Higher Risk Activities:** Wrestling, Football, Lacrosse, Cheer (stunting)
  - **Moderate Risk Activities:** Basketball, Volleyball, Baseball/Softball, Soccer, Gymnastics, Swim Relays, Pole Vault, High Jump, Long Jump
  - **Lower Risk Activities:** Individual Running Events, Sideline Cheer/Dance, Cross Country

**NOTE**: Some activities listed above could move categories depending on mitigating measures (staggered start times, cleaning implements between use, spacing, etc.).

## Recommendations for Performing Arts

### General considerations

- Follow all of the safety and prevention protocols practiced in school.
- Refer to NFHS Performing Arts resources.
- Develop a plan for safety regarding transportation if required.
- Assigned seating.
- Wear masks or cloth face coverings when 6 feet of personal distance isn't feasible.
  - Be aware of increased risk as participation moves from school, regional, state, and national levels.
  - Consider live streaming as allowed with appropriate licensing

### Marching Band

- Refer to KSHSAA guidelines.
- Refer to NFHS information regarding instrument hygiene.
- Adhere to spacing requirements of 6 feet or greater for on-field performances.

## Orchestra/Concert Bands

- Venue size/spacing in rehearsal should allow for at least 6 feet or greater of personal distance.
- Venue size/spacing in performances should allow for at least 6 feet or greater of personal distance.
- Develop procedures for cleaning/disinfecting of school owned and rental instruments.

## Choir/Music Education

- Refer to NFHS guidelines
- Mask or cloth face covering usage as feasible.
- When masks are not feasible, utilize outdoor locations and/or large indoor locations allowing for increased personal distance of greater than 6 feet. Develop a plan for 10 feet of distance or more.
- Venue size/spacing during rehearsals should allow for increased personal distance. Develop a plan for 10 feet of distance or more.
- Venue size/spacing for performances should allow for increased personal distance. Develop a plan for 10 feet of distance or more.

## Theatre

- Maximum cast sizes based on size of stages to allow for personal distance of at least 6 feet.
- Venue size/spacing requirements in rehearsals should allow for personal distance of at least 6 feet.
- Size/spacing requirements for staging/choreography should allow for personal distance of at least 6 feet or 10 feet when singing.
- Technical theatre considerations:
  - Develop plans for shared tools (drills, saws, etc.).
  - Use masks or cloth face coverings when safety guidelines are in conflict with social distancing (e.g. ladders, lighting rigs, etc.).
  - Develop plans for individual microphone usage, storage, cleaning/disinfecting.
  - Develop plans for cleaning costumes and/or use of rental costumes.
  - Develop plans for cleaning/disinfecting items handled by multiple students.
- Spacing for orchestra pits in musicals should allow for at least 6 feet of personal distance.
- Eliminate special on-stage moments or effects not compliant with 6 feet of personal distancing.
  - Prohibit stage kissing or staged intimacy.
  - Omit flying rigs and other action requiring close physical contact between technician and actor.
  - Omit or mitigate staged combat.

## Audience Considerations

- Refer to COVID-19 Pillars of Safety
- Refer to CDC guidance
- Provide hand sanitizer stations upon entry and exit at events.
- Consult with local health department to determine the allowable number of spectators/guests.
- Venue size/spacing for maximum audience size should allow for at least 6 feet of personal distance.
- Consider streaming rights for allowing online audiences.
- Strongly encourage audience members to wear masks or cloth face coverings.
- Address audience traffic management (Arrival, Entrance, Intermission, Exit) to avoid crowding.
- Consider box office management/online sales
- Address restroom safety issues, limit numbers
- Develop a plan for safety measures for concession services
- Develop a plan for safety measures for souvenir or other sales
- Prevent audiences from gathering in large groups to greet students after performances.

# FACILITIES

The following are recommendations regarding school facilities for safely reopening schools for the 2020-21 school year.

COVID-19 is thought to spread mainly through close contact from person-to-person via large respiratory droplets when a person coughs, sneezes, talks or sings. It may also be possible that a person may infect themselves after touching a surface contaminated with the virus and then touching their own eyes, nose or mouth. In addition to close contact with infected people and contaminated surfaces, new emerging evidence suggests that spread of SARS-CoV-2 may also occur via airborne particles (aerosols) in indoor environments, in some circumstances beyond the 6 feet range encouraged by physical distancing recommendations.

The following are recommendations regarding school facilities for safely reopening schools for the 2020-21 school year. These recommendations include increasing ventilation with outdoor air and air filtration as part of a larger strategy that includes social distancing, wearing cloth face coverings or masks, surface cleaning and disinfecting. handwashing, and other precautions. By themselves, measures to reduce airborne exposure to the virus that causes COVID-19 are not enough since airborne transmission is not the only way exposure to SARS-CoV-2 could potentially occur.

## Building Related Recommendations and Considerations

### Clear Barrier/Sneeze Guard

- Clear barriers or sneeze guard can help prevent the spread of COVID-19 where 6-foot social distancing is difficult to achieve.
- Consider placing plastic or plexiglass shields at school offices/reception desk areas to separate secretarial and reception staff from visitors entering the school/building.
- Consider placing shields at other locations, such as cafeteria areas where students and food service workers come in close proximity (cashier's stations and open serving areas).
- Consider other locations where close public contact can be expected; such as concession or ticket taker areas if extracurricular activities are resumed.
- If barrier shields are not used, staff interacting with multiple noncohort students or the public should be encouraged to wear masks or cloth face coverings. Face shields may be added, but are not a replacement for masks.

*Financial/Cost impact:*

Free standing, mounted and hanging shields of varying sizes are commercially available. Costs vary based on size and type. Some smaller standard size shields are available starting around $60 to $80 per shield. If practical, consider purchasing plexiglass sheets and fabricating your own shields to save costs.

*Possible Sources:*

Multiple vendors can be found on line by searching Plexi-glass shields or sneeze guards.

### Handwashing

Handwashing for 20 seconds or more is the preferred method for cleaning and sanitizing, and it is an important part of reducing the spread of disease.

- Ensure there are enough accessible sinks or hand-washing stations to accommodate frequent handwashing by entire classes.
- Portable handwashing stations are an option if additional handwashing locations are needed.

### Hand sanitizer

Hand sanitizer and/or hand sanitizer stations should be available in multiple locations throughout the school/building to encourage frequent use.

- Typical areas may include building entryways, classrooms, cafeterias, gymnasiums and offices.
- Consider placing signage at these locations to encourage use.
- At a minimum, hand sanitizer stations should be available at strategically identified locations that represent high traffic areas.

*Financial/Cost impact:*

Shop around and check online ordering. High demand has sanitizer at high cost (recently around 40 cents per ounce). Consider purchasing bulk product supplies and refilling bottles with pumps or other dispenser types.

*Possible Sources:*

Cleaning supply companies, local retail stores or online sources.

*Other considerations:*

If alcohol-based hand sanitizing products are being used, the Kansas State Fire Marshal has issued guidance restricting the location and storage of alcohol-based, hand rub dispensers. Individual dispensers should be no larger than 68 ounces (2L). Various storage limitations also apply. Please refer to a notice from the Office of the State Fire Marshal dated May 13, 2020, for additional reference and guidance.

## Social Distancing Markers

Social distance markers such as floor decals or signage to encourage 6 feet of separation between occupants.

- Decals or signage to designate traffic flow patterns within the building. This may be especially helpful for public spaces such as corridors, cafeterias, front offices, etc.
- Signs encouraging frequent hand-washing and/or use of hand sanitizer may be placed strategically around the building.
- Specific COVID-19 related decals and signage are commercially avail- able or could be self-made.

*Financial/Cost Impact:*

Commercially available decals are of varying sizes and costs. Average costs appear to start in the $7 to $10 per item range.

*Possible Sources:*

Multiple online sources are available. Office supply retailers also offer these.

*Other Considerations:*

On VCT or other flooring that have waxed surfaces, the decals may be "waxed in," placed with a coating or two of wax over the surface. This may be helpful where frequent sweeping or mopping occurs. Otherwise adhesively applied decals on floors will require close monitoring and attention during cleaning and housekeeping routines.

## Trash Receptacles

Trash receptacles can be high touch points with increased risk of speeding pathogens.

- Determine if the school district has the appropriate number and type (no-touch) of trash receptacles and that they are placed appropriately to minimize exposure.
- Monitor the frequency that trash receptacles are emptied. Changes to various procedures could require more frequent attention.

## Ventilation

Indoor areas with poor ventilation and air flow can pose a high risk for spread of the virus. Potential airborne spread can be impacted by the design and layout of a building, the occupancy and the type of heating, ventilation, and air conditioning (HVAC) system. Although improvements to ventilation and air cleaning cannot on their own eliminate the risk of airborne transmission of the SARS-CoV-2 virus, Environmental Protection Agency (EPA) recommends precautions to reduce the potential for airborne transmission of the virus.

The CDC and American Society of Heating, Refrigeration and Air Conditioning Engineers recommend that the introduction of outside air be increased in air handling operations for Covid-19 considerations. They also recommend using air filters with a Minimum Efficiency Rating Value (MERV) of 13 or higher. In addition, they recommend that ventilation be performed on a 24-hour, seven days per week basis.

- Consider increasing outside air ventilation.
- Check and change HVAC unit filters frequently.
- Opening available windows to increase available ventilation should be considered when weather conditions are favorable.

*Other Considerations:*

The introduction of additional outside air will probably affect HVAC system performance and may result in increased cooling costs for air conditioning. Introducing additional volumes of hot/humid outside air will require that the air be cooled more to maintain the same temperature for occupants. Humidity removal may be more difficult to achieve. Be careful in considering the use of a higher MERV air filter. The higher the rating the more restrictive the filter is in allowing air to pass through the air handling unit. Too much filtration could affect system performance. It may be advisable to consult with an HVAC contractor that has familiarity in servicing or repairing your specific equipment or a controls contractor that installed the controls for your HVAC. Consider consultation with an engineer that may have been involved in designing or specifying the equipment used in the buildings.

If windows are opened, consider how much heat and humidity will be introduced into the available rooms. Also, be aware of any security issues open windows may introduce (maybe open second-floor windows only, etc.).

*Financial/Cost Impact:*

More frequent filter changes will increase the regular maintenance costs. Moving to a higher MERV air filter will also cost more. Utility costs increases are likely if you choose to increase outside air ventilation and/or increase the operating time for ventilation.

### Modifying the use of Spaces

If school spaces are being used differently, consider how changes and modifications will affect safety.

- Update emergency evacuations or sheltering in place plans
- Consider any required ADA access be affected or newly required by revised use of spaces?
- Make sure all spaces have readily available intercom or phone communication.
- Make sure that all spaces have adequate emergency notification features such as audible fire alarms and strobes and required exit markings.

*Financial/Cost Impact:*

Costs would be dependent on any necessary modifications to address American Disabilities Act (ADA) or make emergency services available.

*Other Considerations:*

When considering changes that may affect emergency egress or sheltering features, consultation with and approval from the applicable fire prevention agency should be considered. First responders may want to reestablish plans on how they respond to emergency situations at the building; their route to the building, where they park equipment, where they enter, etc.

### Building Water Systems

Water in plumbing that has not been used for an extended time can become stagnant or stale and may contain elevated levels of waterborne pathogens or contaminants.

- Purge or flush water systems thoroughly; flush drinking fountains and sink faucets for a number of minutes to clear any standing water from the pipes.
- Clean and sanitize drinking fountains and drinking water sources.
- Consider whether drinking fountains will be left available for use (with frequent cleaning and sanitizing) or shut off or covered.
- Drinking fountains represent a potential frequent-use and high-touch point item for students and staff members.
- If the choice is made to turn off or cover water fountains, consideration for supplying other sources of water will be required.
- One option may be to provide bottled water or ask that students/staff members bring their own bottled water to school.
- Another option may be to modify existing drinking fountains with a bottle filler station.
- Fountains that already have a bottle filler station might be left active, with the fountain turned off or covered.

*Other Considerations:*

Establishing a regular schedule for fountain use with readily available hand-washing or hand sanitizer use; and immediate cleaning of the fountain touch points may be a viable and reasonable solution.

### Lockers

Lockers are high-touch point areas and can be a place of student congregation.

Consider not using lockers.

- If lockers are used, establish protocols for both academic and athletic lockers.
- Lockers should be cleaned and sanitized frequently.
- Assign lockers to maximize the distance between students using sets of lockers at the same time.
- Consider not allowing shared use of lockers by multiple students.

## Cleaning, Sanitizing and Housekeeping Recommendations and Considerations

### Cleaning Protocols

Recommend defining and establishing specific cleaning and disinfecting protocols for custodial staff at each individual building based on occupancy level and hours of use. In addition, if maintenance or other staff members are going to be responsible for cleaning and disinfecting, their protocols should be included.

- Define cleaning procedures including the frequency, equipment, materials and products to be used.
- Prioritize high-touch areas, such as door handles, handrails, counters and surfaces, tables, chairs, desks, drinking fountains, computer key- boards, work stations, etc.

- Prioritize common spaces used by different cohort groups, such as main office, health offices, isolation rooms, cafeteria, bathrooms, etc.
- Cover surfaces that are not easily cleaned.
  - Soft Surfaces/Fabrics: Eliminate or limit soft surfaces that are hard to clean. Clean after each use with EPA-approved products appropriate for surfaces.
- Use cleaning products that are listed as Novel Coronavirus (COVID-19) Fighting Products.
- Evaluate how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch) and how frequently they are replenished.
- Recommend that cleaning and sanitizing responsibilities and protocols be reviewed and clearly defined for athletic facilities, such as weight rooms, wrestling rooms, dance studios, etc.; and especially for the equipment that is contained and used in these facilities.
- Define what cleaning and disinfecting is to be performed by custodial staff, and what cleaning and disinfecting will be the responsibility of non-custodial staff.

*Financial/Cost Impact:*

Additional costs may be incurred if new, different or additional product purchases become necessary. In light of high demand, product costs have been higher than normal so shopping around may be beneficial. Labor costs may be affected if more-than-normal cleaning frequency is required from custodial staff (i.e. potential overtime costs).

*Possible Sources:*

In addition to KDHE, cleaning product vendors and suppliers may also be a viable resource for information and suggestions regarding best practices.

### Training

Although cleaning procedures for touch points and sanitizing may be considered routine by the custodial staff, it is important to ensure that any one responsible for cleaning is properly and routinely trained.

- Review training procedure for newly hired custodial staff.
- Train all staff on new procedures and protocols.
- Retraining/recertify returning staff as needed.
- Refresher training is prudent to ensure that all of the procedures are being followed thoroughly and effectively.
- Any noncustodial staff that has responsibility for cleaning and disinfecting should be properly trained before performing new duties.

*Possible Sources:*

Training can be performed by knowledgeable and experienced in-house staff and supervisors. Cleaning product vendors and suppliers are typically willing to provide training as part of their regular services.

### Storage

The increased emphasis on cleaning and sanitation will require greater access to cleaning chemicals and supplies.

- Students should not have access to chemical supply storage.
- Cleaning products, materials and equipment should be stored in lock- able rooms or areas.
- Ensure all cleaning products are properly labeled, and that Safety Data Sheets are readily available for reference and identification of hazards.
- Establish protocols for any school district staff (other than custodial or maintenance staff) that may have access to product.
- If noncustodial staff is granted access to and use of cleaning and dis- infecting products, ensure that they have been trained on its use and possible hazards.

## Grounds and Exterior Building Recommendations and Considerations

### Playground equipment

If used, exterior playground equipment should be cleaned and sanitized regularly.

- The CDC suggests that "it is impractical and an inefficient use of re- sources to spray disinfectants on outdoor areas."
- Alternate recess times to minimize the number of students from different groups using the same spaces at the same time.
- To minimize the use of playground equipment, encourage the use of other outdoor and natural spaces.
- High touch point surfaces should be cleaned after each use or at least daily.
- If touch points aren't cleaned after each use, students should wash hands or use hand sanitizer immediately following the use of the equipment.
- Consider limiting the use of playground equipment based on the ability to clean and sanitize regularly.

*Financial/Cost Impact:*

Cost for cleaning and disinfecting products will be incurred, as well as labor necessary to clean if that option is chosen.

*Possible Sources:*

Cleaning product suppliers and/or grounds equipment suppliers may provide a source of information. Products used may mirror those used for cleaning and sanitizing the interior of the building.

## Building Access to Outside Groups or Individuals

### School Facility Rentals

Districts should review facility rental policies and determine if facilities will be available to outside groups.

- Allowing outside groups to use school facilities can increase risk to students and staff.
- School spaces used by outside groups should be cleaned before and after any use.
- Properly trained individuals, preferably school district staff, should perform the cleaning of school spaces.

*Other Considerations:*

The increased cleaning requirements will increase the cost of allowing school facility use by outside groups. As part of policy review, determine if additional charges may be levied on the outside user group as a Covid-19 cleaning related cost.

## Outside Contractors and Vendors

In many cases, having outside contractors and vendors come into school buildings is unavoidable.

- Before a contractor or vendor comes on-site, review expectations for preventive measures being required.
- Train building staff members to enforce and report any violations of preventative measures by contractors and vendors.
- Keep a log of the persons that enter the building with time and date as well as the locations in the building.
- Establish Protocols for post work cleaning and sanitizing.

## Construction Sites

Most construction projects that occur while school is in session are typically separated from students even if they are occurring in the same building.

- Interaction between students and staff members and construction workers should be minimized.
- Specific expectations for behaviors and preventive measures should be addressed with on-site supervisors before students are in the building.
- Contractors should be expected to abide by current CDC and/or OSHA recommendations for the construction site.

*Reference: "What Construction Workers Need to Know about COVID-19"*

# FOOD SERVICE

## Introduction

It is important to ensure all children have access to school meals, regardless of the learning environment. For the health and wellbeing of students, continuation and adaptation of meal service in some form should remain a priority. The majority of the practices outlined below pertain to On-Site Learning Environments. At this time, USDA guidance on meal service integrated with remote and hybrid learning environments is limited.

Communication between administration and food service is key to ensure a safe student dining experience. Effective communication will allow food service time to determine how meals/snacks could be provided within the guidelines of KSDE/USDA.

Food services directors/designees are encouraged to meet with building administrators at least two weeks prior to the start of school to determine best practices to ensure students safe access to meals.

## Remote and Hybrid Learning Environments

When students are in remote or hybrid learning environments, schools would continue to claim and be reimbursed for meals based on the eligibility status of the student.

- All National School Lunch Program (NSLP) and School Breakfast Program (SBP) regulations would apply, unless a waiver is approved for a specific regulation.

## USDA Regulations and Waivers

Consult your local food service director with questions regarding state/ federal regulations related to meal service.

- Lunch must be served between 10 a.m.-2 p.m.
- Breakfast must be offered at or near the beginning of the school day.
- Breakfast service is required of all public school buildings in Kansas unless a breakfast waiver is approved by the Kansas State Board of Education.
- A complete, reimbursable meal must be offered at each serving location – including milk.
  - Water must be available during meals and snacks.
  - Drinking fountains, water jugs and coolers may be used to fill disposable cups. A new cup should be used each time.
  - An adult should monitor and sanitize fountains, water jugs and coolers as needed.
- All meal services require point of service accountability. Students must be charged for meals based on their eligibility status.

Current USDA waivers (through June 30, 2021) are listed below. The district's Authorized Representative would need to opt in through Kansas Nutrition Claiming and Information System (KN-CLAIM).

- Nationwide Waiver to Allow Non-Congregate Feeding in the NSLP, SBP, and CACFP.
- Nationwide Waiver to Allow Meal Service Time Flexibility in the NSLP, SBP and CACFP.
- Nationwide Waiver to Allow Parents and Guardians to Pick Up Meals for Children in the NSLP, SBP and CACFP.
- Nationwide Waiver to Allow Meal Pattern Flexibility in NSLP, SBP and CACFP.
- Nationwide Waiver to Allow Offer Versus Serve Flexibility for Senior High Schools in the NSLP.

If additional waivers become available, KSDE Child Nutrition and Wellness will communicate to school districts information regarding waiver elections. Updates are posted at https://www.kn-eat.org/SNP/SNP_Menus/SNP_Whats_New.htm.

## Free and Reduced Meal Applications

Feeding America estimates that Kansas will see a 47.6% increase in child food insecurity statewide due to COVID-19. Many Kansas counties have a much higher projected percent increase in child food insecurity.

- Districts should frequently inform parents on how to apply for free and reduced meals.
- Sponsors are required to use Direct Certification to determine eligibility. The KN-CLAIM Direct Certification process makes it easier for sponsors to quickly and accurately directly certify students who receive Food Assistance/TAF or are foster children.
- Request flexibility in determining effective date of eligibility for Direct Certification on the Sponsor Application.

- Effective Date of Eligibility Determinations is a flexibility option available to Sponsors processing applications. Sponsors indicate on the Sponsor Application what they will use for the effective date of the free or reduced-price meal eligibility determinations.
- Districts should utilize all methods of receiving free and reduced applications. Examples: online, in person drop off, secure email or fax.

## On-Site Meal Service

- Require students to wash their hands prior to coming to the serving line. At a minimum, make hand sanitizer available prior to the serving line.
- An adult should be at the doorway of the serving area to control traffic, ensure 6-foot distancing and monitor students.
- Extend meal service periods to allow for fewer students in the serving area at one time.
- Proper dishwashing (per Kansas health code) is effective in killing viruses and bacteria. However, use of disposable serving trays and silverware may help with public perception regarding safety.
- Utilize additional sneeze guards or clear barriers on serving lines and cashier stations. Ensure sneeze guards are installed, positioned and working properly.
- Post signage to encourage social distancing in line and serving area.
- Serve single-use condiments.
- Utilize shorter menu cycles with higher participation meals. Plan to reevaluate cycles frequently dependent on food supply, staffing, and guidance from the local health department.
- If students are using self-service, have a staff member supervise to ensure:
  - Students take the first item they touch (example: milk cartons).
  - Handles of the reach-in refrigerator/ freezer/cooler are disinfected on a regular basis. If temperatures can be maintained, consider leaving doors open during meal service.

## Food Bar Considerations

The use of food bars in school nutrition programs positively impacts the amount of fruits and vegetables students consume. Students are more likely to consume items that they serve themselves:

- Sponsors may continue use of salad bar/food bar with the following procedures in place (check with local health department):
  - Offer items packaged for individual consumption (preportioned by food service employees or individually wrapped as purchased).
  - Staff to monitor the bar and sanitize as necessary.
  - Sanitize the food bar between each serving group.
  - Stagger students with markings on the floor to allow for social distancing.
  - Offer more than one food bar or salad bar to encourage social distancing.
  - If using serving utensils, they should be changed out frequently.
- Offer vs. Serve meal service (where students are allowed to make food choices) is feasible with the following considerations:
  - Develop procedures for students to communicate to staff members what items they would like on the tray (verbally, thumbs up/thumbs down, order sheets).
  - Utilize mobile ordering to allow students to decrease the amount of time in the meal service area.
  - Offer multiple, identical lines to speed up service.
  - Clean and sanitize the service line between each classroom/group.
- Create alternate serving locations to socially distance students.
  - Multiple service points in cafeteria and throughout building
  - Meal kiosks with online ordering for quick student pick-up of preordered meals.
- Innovative Breakfast Models such as Second Chance Breakfast, Grab- n-Go Breakfast and Breakfast in the Classroom are still encouraged. Work with your food service director to determine strategies for implementation.

## Other Meal Service Considerations

Share tables may be used for unopened packaged food items that students do not consume. This allows other students to take food from share table to eat on-site. Share tables may safely continue with the following guidelines:

- Sanitize designated share table area between each serving group.
- Allow one student to access the share table at a time to limit exposure due to lines.
- If a student incorrectly places an open item on the share table, discard all items on the share table and sanitize the share table.
- If these steps are not feasible, discontinue use of a share table.

### A la Carte

- Can be offered if social distancing between students can be maintained.
- Modify the variety of items available as needed based on staffing, time, availability.
- Have students preorder a la carte options to prevent students standing in line.
- Have food service employee hand the item(s) or monitor students during self-service.

### Fresh Fruit and Vegetable Program (FFVP) if applicable:

- Use all individually packaged or items wrapped for individual consumption.
- Create and follow written procedures for handwashing, glove use and mask use of school staff while serving students in the classroom.
- Sanitize student desks/tables prior to FFVP item distribution. Students should wash hands and return to classroom for snack.

## On-Site Dining

- Utilize a variety of spaces around the school to allow students more space while consuming meals/snacks (ex: cafeteria, auditorium, gym, classrooms, and outdoors as weather permits)
- If spaces other than the cafeteria are used for dining, consult with facilities personnel to ensure proper cleaning and disinfection as well as refuse collection.
- Develop plans for the delivery and return of meal and cafeteria supplies such as trays and utensils.
- When using standard lunch tables, tape off the seats to allow for social distancing.
- If seats are removable, only place the appropriate number of seats around the table to ensure proper social distancing.
- Assign seating for contact tracing.
- Disinfect tables/seating areas between serving periods.
- Provide separate location for high risk students upon request.

## Food and Personnel Safety for all Learning Environments

Follow all county health department guidance, the Kansas Food Code and Hazard Analysis Critical Control Points (HACCP) Plan

- Limit commingling of food service staff between buildings and departments and maintain social distancing.
- Utilize sign-in and sign-out sheets in each kitchen, including maintenance, vendors and building staff members for contact tracing.
- Ensure ventilation is working properly, and utilize vents when staff is in the kitchen.
- Follow district human resources guidance for high-risk employees, temperature checks, PPE.
- Adopt HACCP Standard Operating Procedure #25 – Viral Pandemic Response as a part of the school HACCP Food Safety Plan.

## Food Service Staffing for all Learning Environments

- Explore Professional development opportunities for food service staff, including online options.
- Evaluate meal service plan to determine staffing needs and adjust as changes occur.
- Utilize nonfood service building staff (classified and certified) to aid in meal service and/or distribution as needed.
- Develop a contingency plan for staffing in the event of exposure or illness, follow guidance from the local health department.
- Hiring:
  - Utilize technology for interviews when possible.
  - Adapt onboarding or training to a virtual format.
  - Ensure new hires receive COVID training in addition to traditional onboarding.

## Working with Vendors in all Learning Environments

- Communicate and/or post district requirements for vendors.
- Discuss company safety protocols regarding the health of vendor employees and customers (example: health screenings, temperature checks).
- Consolidate deliveries to reduce potential exposure.
- When signing invoices, the employee should use their own pen.
- Utilize technology instead of in-person visits to communicate with vendors.
- Require delivery drivers to sign in and sign out when delivering to kitchens.

## Technology/Point of Sale for all Learning Environments

- Check with software vendors about serving options within the accountability system.
  - Elementary may be able to have students come through the line in the classroom, and there is a feature in the software "sell by homeroom." The cashier can verify the student by seeing their picture without the student using the PIN Pad.
  - Middle school and high school students could scan their student ID.
  - Staff members could scan barcodes instead of using pin pads.
  - Students can verbally tell the cashier student ID or name to enter into POS.
- If sponsor uses biometric scanners or pin pads:
  - Disinfect between use.
  - Students must use hand sanitizer after use of pin pad or biometric scanner.
- Utilize online ordering of meals and a la carte.
- Have students go through meal service line in an assigned order to expedite meal service and allow for contact tracing.
- Encourage online payments to reduce cash handling.
- Limit hand-to-hand contact by having students place the cash on counter.

## Financial Sustainability

Food Service Funds have been, and will continue to be, greatly impacted by the pandemic. Costs have increased on food, packaging and labor.

Participation directly affects revenue in school meal programs. School districts should consider the following best practices to ensure financial sustainability:

- Promote school meals (as opposed to students bringing meals from home or open meal service periods)
- Use district funds to:
  - Purchase food service equipment (capital outlay)
  - Cover all or part of the indirect costs
  - Provide paid leave for food service employees
  - Cover the fee associated with online payments to encourage cashless transactions.
- Apply for grants.
- Join a purchasing cooperative.
- Follow procurement regulations to ensure best price.
- Update formal procurement/contract extensions with current vendors, within confines of procurement regulations.
- Ensure paid meal price, adult meal price, ala carte, catering costs are sufficient to cover the entire cost of production.
- Increase reimbursement through participation in other USDA Child Nutrition Programs (ex. after-school meals/snacks, breakfast, Child and Adult Care Food Program).
- Pre-cost meals to plan menu cycle.
- Food Service Management Company (FSMC)
  - In Kansas, all FSMC contracts are fixed price and not cost reimbursable.
  - Authorized representative must monitor the school district contract and reconcile billing to fixed prices agreed upon in the contract.

# TRANSPORTATION

The following are recommendations for transporting students in school buses, activity buses and school passenger vehicles. It is important to note that this is guidance only, and specific orders from the local/state health departments and the local board of education take precedence.

## Sanitation

*(Recommended Guidance)*

- Frequently touched surfaces, including handrailing, student bus seats and surfaces in the driver cockpit commonly touched by the operator should be sanitized daily. Options for cleaning buses includes wiping down all high touch surfaces with CDC-approved disinfectants.
- High-touch areas, including the door entrance railings, should be cleaned between bus routes.
- Open bus doors and windows during cleaning to improve air circulation.
- Student hand sanitization before boarding the bus is recommended.

## Student

*(Recommended Guidance)*

- Assigned seating for students on all routes.
- Have individuals from the same household sit together.
- Fill the bus seats at the back of the bus first, and then load to the front to avoid students walking past each other in the aisle. Within the scope of this process, school districts still need to be cautious about having students of various age groups sit together due to bullying and other issues.
- Unload students from the front of the bus first to avoid students walking past each other in the aisle.
- If the bus is not full, spread students out as much as possible.
- When possible, open the windows while transporting students to improve air circulation.
- Minimize loading times by prestaging students for bus transportation home.
- Masks are recommended for all students. If masks are required by the health department and/or the local school board, a plan needs to be in place on what occurs if a student shows up to the bus without a mask.
- If possible, transport medically fragile students in a separate vehicle.

## Bus Stops

- Social distancing between students is recommended at all bus stop areas.

## Drivers

*(Recommended Guidance)*

- Masks are strongly recommended.
- Drivers should participate in a health pre-screener before each work shift.

## Capacity

*(Recommended Guidance)*

- If issued, group size should follow all local and/or state health department edicts.
- Group size on buses should follow school board policy where applicable.
- Through routing, minimize the amount of time that students are on a bus. Have students exit the bus as soon as possible to enter a school for staging into their classrooms (work with school to coordinate).
- Pre-stage bus for loading outside of the bus to minimize the amount of time that students are on the bus.

## Activities and Athletics
*(Recommended Guidance)*

- Assigned seating for students on all trips.
- Fill the bus seats at the back of the bus first, and then load to the front to avoid students walking past each other in the aisle.
- Unload students from the front of the bus first to avoid students walking past each other in the aisle.
- If the bus is not full, spread students out as much as possible.
- Focus on transporting students who are competing. Work to lower the total number of students on a bus so that social distancing can occur, especially on long trips to competition.

## Bus Modifications

- Bus modification of any kind is not allowed. This includes putting in plexiglass partitions between the driver and students and individual student seats.