The following safety protocols will be implemented by each school in the Cincinnati Public Schools district and are based on the guidance from Centers for Disease Control and Prevention at [https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)

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Behaviors that Reduce Spread - PREVENTION

1. Stay Home when Appropriate
   - District Administration: Develop and communicate policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students’ families are aware of these policies. Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
   - District and School Administration: Educate staff and families about when they/their child(ren) should stay home and when they can return to school.
   - School and District Administration/Teachers: Actively encourage employees and students who are sick or who have recently had close contact with a person with COVID-19 to stay home.
   - Staff/Students/Parents: Stay home if you have tested positive for or are showing COVID-19 symptoms. CDC Isolation Guidance. CDC Quarantine Guidance.
   - Staff/Students/Parents: If you have recently had close contact with a person with COVID-19, you should also stay home and monitor your health.
   - Students/Parents: Conduct a personal health screening including taking your temperature at home every day prior to coming to a school building or getting on a bus, and do not come if you are running a fever higher than 100.4° or showing other symptoms.

2. Hand Hygiene and Respiratory Etiquette
   - School Administration/Teachers: Encourage students to use hand sanitizer upon entry into the building and into each classroom.
   - School Administration/Teachers: Encourage staff and students to cover coughs and sneezes with a tissue. Used tissues should be thrown in the trash and hands washed immediately with soap and water for at least 20 seconds.
   - School Administration/Teachers/Parents: Teach and reinforce handwashing with soap and water for at least 20 seconds and increase monitoring to ensure adherence among students and staff. Teach and reinforce use of hand sanitizer when handwashing is not feasible.
   - Teachers: Schedule handwashing times into the daily routine.
   - Custodians: Place hand sanitizer (with at least 60% alcohol) in common areas and in each classroom.

3. Cloth Face Coverings
   - District Administration: Provide information to staff, students, and students’ families on proper use, removal, and washing of cloth face coverings.
   - School Administration: Provide masks to those individuals who are unable to provide their own mask, while supplies last.
   - Staff: Provide your own mask to wear to school each day.
   - School Administration/Teachers/Parents: Individuals should be frequently reminded not to touch the face covering and to wash their hands frequently.
   - Students/Parents/Teachers/Everyone: Wearing a mask is required at all times in the building and while riding on a bus.
   - Teachers/Parents: Teach and reinforce use of cloth face coverings. Use positive reinforcement and encourage fun, personalized masks.
   - Teachers: Schedule regular mask breaks, to allow students to breathe for a few minutes without the mask. Carefully ensure 6’ physical distancing during these mask breaks.
   - Bus drivers/monitors: Provide reminders to students of bus expectations such as wearing masks.
   - Bus drivers/monitors: Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.
   - Parents: Provide your child with a mask to wear to school each day.

4. Adequate Soap and Hand Sanitizer
   - Custodians/District Administration: Support healthy hygiene behaviors by providing adequate supplies, including soap, hand sanitizer with at least 60 percent alcohol (for staff and older children who can safely use hand sanitizer), paper towels, and tissues.

5. Signs and Messages
   - District Administration: Develop signage that promotes everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands, properly wearing a mask and social distancing).
   - District Administration: Update messaging as guidance from CDC, WHO, state of Ohio, and local health trends change.
   - District Administration: Create staff and parent/student educational and engagement materials to teach new safety
procedures such as wearing masks, washing hands, and keeping distance from others as much as possible. Use visible reminders especially for 6’ social distancing.

- District Administration: Incorporate these new safety procedures in the school’s Positive Behavior Intervention Support plan.
- School Administration: Broadcast regular announcements on reducing the spread of COVID-19 on PA systems.
- District and School Administration/Teachers: Include messages (for example, videos) 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).
- **School Administration/Teachers:** Provide reminders, issue warnings, contact parents/caregivers, and report repeated expectation violators to the office.
- School Administration: Ensure proper signage is installed in building entrances, restrooms, hallways and common areas, office, leading into the office, classrooms that promote everyday protective measures and describe how to stop the spread of germs (such as by properly washing hands and properly wearing a cloth face covering).
- **Teachers:** Deliver instruction to students on new safety procedures when school reopens.
- **Parents:** Follow posted guidelines and read all signage whenever entering the building.
Maintain Healthy Environments - PREVENTION

6. Cleaning and Disinfection

- District Administration: Ensure supplies are readily available for custodians and teaching staff.
- District Administration: Create and communicate safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children. Use products that meet EPA disinfection criteria.
- Custodians: Make sure teachers are provided with supplies needed daily including disinfectant and paper towels.
- Custodians: Disinfect high touch areas frequently including during teacher plan bells, lunch and after school.
- Custodians: Clean and disinfect conference rooms after meetings or provide materials for cleaning and disinfecting to take place.
- Custodians: Disinfect restrooms based on schedule provided by school administration. This includes but is not limited to door handles, toilets, stalls, and sinks.
- Custodians: Disinfect common areas based on a schedule provided by school administration. This includes but is not limited to door handles, handrails, toilets, stalls, and sinks.
- Custodians: Ensure designated doors are propped open at arrival and dismissal.
- Custodians: Ensure designated doors are closed after arrival and dismissal.
- Custodians: Update the cleaning seal checklist daily. See attachment.
- Custodians/Teachers: Ensure safe and correct use and storage of cleaning and disinfection products, including storing products securely away from children.
- Bus vendors: Ensure the bus is disinfected following outlined safety protocols.
- Teachers: Use supplies provided to spray desks, chairs, and any common materials needed before new students transition into the room.

7. Shared Classroom Supplies and Technology

- Teachers: Eliminate shared classroom materials when at all possible.

8. Ventilation

- District Administration: Ensure ventilation systems operate properly. And increase fresh air delivery and air exchange rates as much as possible and increase frequency of air handling unit filter changes.
- Teachers: Keep the classroom door open to maximize airflow and reduce the number of touches to door handles.

9. Water Systems

- Custodians/District Administration: Drinking fountains should be cleaned and sanitized, but encourage staff and students to bring their own water to minimize use and touching of water fountains.
- Parents: Provide your student with a water bottle daily.

10. Modified Layouts (classrooms and buses)

- District Administration: Provide bus monitors to ensure students sit in assigned seats, face forward, and wear masks at all times.
- District Administration: Provide storage solutions for extra furniture or classroom materials.
- School Administration: In the office, ensure seating areas are properly physically distanced.
- Teachers: Ensure classroom setup of desks/tables provides 6’ social distancing for students.
- Teachers: Turn desks to face in the same direction if possible (rather than facing each other), or have students sit on only one side of tables, spaced apart.
- Teachers: Teach and reinforce 6’ social distancing in the classroom and in all areas of the building.
- Students: Maintain appropriate physical distances at all times in the classroom, hallways, playground, office, and other locations in the building.
- Students: Sit in your assigned seat and remain seated, facing forward while riding the bus.

11. Physical Barriers and Guides

- District Administration: Install barriers in the main office to protect employees working in the main office.
- District and School Administration: Provide physical guides, such as tape on doors or sidewalks and signs on walls, to ensure that staff and children remain at 6’ social distance in lines and at other times (e.g. guides for creating “one way routes” in hallways).
- School Administration: Remind individuals to maintain appropriate physical distances in the office and to position themselves behind the barriers when interacting.

12. Communal Spaces (cafeterias and playgrounds)
• District Administration: Serve meals in the classrooms.
• District Administration: When students are attending in-person learning, send home meals for the following remote learning days.
• School Administration: Do not allow large groups of students in the cafeteria or other communal spaces, to promote social distancing.
• School Administration/Teachers: Create a schedule for staggered recess and use of playground equipment, for only small groups at a time.
• Custodians: Clean and disinfect playground equipment.
• Teachers: Teach and reinforce 6’ social distancing on the playground.
• Teachers: Stagger the use of the gym for only small groups at a time and plan gym activities that allow for 6’ social distancing. For any vigorous-intensity exercise, prioritize the use of outdoor space, and if indoors, it is especially important to maximize the physical space between individuals.

13. Food Service
• District Administration: Serve breakfast and lunch in classrooms instead of in the cafeteria, while ensuring the safety of children with food allergies. Breakfast items will be available from kiosks at arrival time and taken to the classrooms.
• District Administration: Use disposable food service items (e.g., utensils, dishes). If disposable items are not feasible or desirable, ensure that all non-disposable food service items are handled with gloves and washed with dish soap and hot water or in a dishwasher. Individuals should wash their hands after removing their gloves or after directly handling used food service items.
• District Administration: Provide appropriate trash receptacles and collection procedures to accommodate meals in classrooms.
• District Administration: Pack and distribute take-home meals for the days students are on remote learning.
• District Administration: Adjust extermination schedule as needed due to meals in the classroom.
• District/School Administration: If food is offered at any event, have pre-packaged boxes or bags for each attendee instead of a buffet or family-style meal. Avoid sharing food and utensils and ensure the safety of children with food allergies.
• Teachers: Disinfect all desks and table tops before and after lunch.
• Teachers: Allow students to remove masks when seated and eating breakfast/lunch.
• Teachers: Ensure that technology devices are kept in a separate area when students are eating meals in the classroom.
Maintain Healthy Operations - PREVENTION

14. Protections for Staff and Children at Higher Risk

- District Administration: When possible, offer options for staff at higher risk for severe illness (including older adults and people of all ages with certain underlying medical conditions) that limit their exposure risk (e.g., telework, modified job responsibilities that limit exposure risk).
- District Administration: Develop and communicate leave policies for higher risk employees.
- District Administration: Offer options for students at higher risk of severe illness that limit their exposure risk (e.g., Cincinnati Digital Academy).
- District Administration: Order personal protective equipment for specialized units.
- Staff: Utilize personal protective equipment when teaching specialized units where close contact is necessary.

15. Regulatory Awareness

- District Administration: Be aware of local or state regulatory agency policies related to group gatherings to determine if events can be held.

16. Gatherings, Visitors and Field Trips

- District/School Administration/Teachers: Pursue virtual group events, gatherings, or meetings, if possible, and promote 6’ social distancing between people if events are held. Limit group size to the extent possible.
- School Administration/Teachers: Pursue virtual activities and events in lieu of field trips, student assemblies, special performances, school-wide parent meetings, and spirit nights, as possible.
- School Administration/Teachers: Eliminate parent and community volunteers to ensure safety and health of students and staff.
- School Administration/Teachers: Limit any nonessential visitors, volunteers, and activities involving external groups or organizations as much as possible. After school care providers will be permitted to operate but must follow all of these safety precautions in this document.
- School Administration/Teachers: Eliminate field trips.
- Teachers: Provide parents/caregivers with options for in-person, phone, or video conferencing.
- Teachers/Parents: Ensure physical distancing guidelines are followed as much as possible when in-person meetings are held.
- Parents: When possible, attend meetings from the classroom using video technology
- Parents: Limit visits to school as much as possible including visits to drop off forgotten items.

17. Cohort Small Groups

- School Administration/Teachers: Ensure that student and staff groupings are as static as possible, by having the same group of children stay together and with the same staff (all day for young children, and AS MUCH AS POSSIBLE for older children).
- School Administration/Teachers: When teachers are required to teach different cohorts of students, develop procedures to allow teachers to move classrooms instead of students, AS MUCH AS POSSIBLE.
- School Administration: Provide mobile carts as needed for teachers who are moving classrooms.
- School Administration/Teachers: Limit mixing between groups when at all possible.
- School Administration/Teachers: No large school assemblies. In-person groups should be kept to no more individuals than can allow for 6’ social distancing.

18. Staggered Scheduling

- District Administration: Develop and communicate the A Group and B Group guidelines for blended learning.
  - For example in one week (“A week”), Group A will attend in-person school on MONDAY, Tuesday, Wednesday and remote learning on Thursday and Friday. Group B will attend remote learning Monday, Tuesday, Wednesday and in-person school on Thursday, Friday.
  - For example in another week (“B week”), the schedule is the same except Group B attends in person on MONDAY while Group A is remote. Monday is the alternating weekday for the 2 groups. A detailed schedule of A/B groups will be provided to schools and families.
  - Students who have a last name beginning with A-K will be in Group A. Students who have a last name beginning with L-Z will be in Group B. Siblings who live at the same address will be grouped together in the same group, coinciding with the oldest siblings last name (even if they attend different schools).
- District Administration: Stagger bus arrival times and departure times.
- School Administration/Teachers: Ensure students maintain physical distance whenever possible.
School Administration: Stagger arrival and drop-off times or locations or put in place other protocols to limit contact between students who are not in class together.

School Administration: Implement staggered bell schedule and dismissal times to maximize physical distancing and student safety.

School Administration: Develop and implement locker use schedules for buildings where lockers are issued to students.

School Administration: Develop and implement restroom use schedules.

School Administration: Monitor drop off and dismissal to ensure students do not congregate in groups.

School Administration: If necessary, provide consequences to those who violate rules about social distancing and not congregating in groups. See the Positive Behavior Intervention Support plan.

Teachers/Staff: Supervise hallways and common areas to ensure students are reporting immediately to class and not congregating in hallways or common areas.

Teachers/Staff: Assist in supervision of restrooms, hallways, and common areas between classes.

Teachers/Staff: Provide supervision of restrooms between classes to ensure limited numbers of students are in restrooms at the same time.

Students: Maintain 6’ physical distance from peers whenever possible.

Students: Report immediately to your classroom, upon arrival to school.

Students: Follow all signage in the hallways and common areas.

Students/Teachers: When possible, stay to the right when traveling down hallways and using stairs.

Students: Follow locker use schedules as provided by staff for buildings who issue lockers.

Students: Maintain maximum physical distance from peers whenever possible in hallways, common areas, offices, etc.

Students: If all restroom stalls are in use, students wait outside the restroom entrance.

19. Designated COVID-19 Point of Contact (nurses)

- District Administration: Identify and train school nurse to be responsible for responding to COVID-19 concerns.
- District Administration: Provide communication scripts for nurses in multiple languages.
- School Administration: Ensure that all school staff and families know who this person is and how to contact them.
- School Administration: Help build trusting relationship between nurse and teaching staff.
- Nurse: Coordinate parent permission form in advance for COVID-19 testing at school.
- Parents: Ensure contact information is up to date in the event the nurse needs to contact home.

20. Community Response Efforts

- District Administration: Participate with local authorities in broader COVID-19 community response efforts (e.g., sitting on community response committees).

21. Communication Systems

- District Administration: Create staff and parent/student educational and engagement materials to teach new safety procedures such as wearing masks, washing hands, and keeping distance from others as much as possible.
- District Administration: Provide school administration and Customer Care Center with responses for FAQ for parents for COVID-19 related questions.
- District Administration: Provide school administration with scripts in advance for various COVID-19 scenarios, in multiple languages.
- District/School Administration/Teachers: Include messages (for example, videos) 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).
- School Administration: Broadcast regular announcements on reducing the spread of COVID-19 on PA systems and on digital signage.
- Parents: Ensure contact information is up to date in the event the nurse needs to contact home.
- Students: Disseminate district communication about proper COVID-19 procedure to your peers via social media.

22. Leave and Absence Policies

- District Administration: Develop and communicate leave policies for higher risk employees. See attachment.
- District Administration: Develop and communicate policies that encourage sick employees and students to stay at home without fear of reprisal, and ensure employees, students, and students’ families are aware of these policies. See attachment.
- District/School Administration/Teachers: Consider not having perfect attendance awards, not assessing schools based on absenteeism, and offering virtual learning and telework options, if feasible.
23. Back-Up Staffing Plan
- District Administration: Develop and communicate backup staffing procedures to ensure that instruction and operations can continue if individuals become ill.
- District Administration: Ensure high quality, trained substitute teachers are available.

24. Staff Training
- District Administration: Develop and deliver training program on all safety protocols for staff, parents, and students.
- Staff: Participate in and diligently apply the training on safety protocols.

25. Signs and Symptoms (daily health assessments)
- District Administration: Design a health screening process for every individual entering the building, including temperature screening.
- District Administration: Create a student and staff absentee dashboard to monitor illness rates in buildings.
- District Administration: Limit central office staff from entering buildings other than the entrances where health screening occurs.
- School Administration: Conduct a health screening for every individual entering the building, including a temperature screening. Individuals with a fever higher than 100.4° or showing other symptoms should be isolated and sent home. See attachment.
- School Administration: Actively monitor and provide access and instructions to the CPS provided building thermometers for staff and student needs.
- School Administration: Actively monitoring building health (absentee dashboard) and promptly following reporting requirements of building staff and students (on Pandemic Illness Tracking forms) who are absent or report ill during the day, due to COVID related symptoms or exposures.
- School Administration: Identify the fewest number of entrances to the building necessary so that health screenings can be conducted. Secure all other entrances.
- Students and Parents: Conduct a personal health screening every day prior to coming to a school building and do not come if you are running a fever higher than 100.4° or showing other symptoms.

26. Sharing Facilities
- School Administration/Teachers: Do not permit any external organizations to use the school facilities unless a building permit has been issued. Only essential functions will be issued a building permit, for safety of students and staff.
- School Administration/Teachers: External organizations that are approved to use the school facilities must also follow these same safety precautions and must submit a revised memorandum of understanding. (Legal Counsel revising)

27. Support Coping and Resilience
- District/School Administration: Ensure employees are familiar with the Employee Assistance Program
- District/School Administration/Teachers/Parents: Encourage employees and students to take breaks from watching, reading, or listening to news stories about COVID-19, including social media if they are feeling overwhelmed or distressed.
- District/School Administration/Teachers/Parents: Promote employees and students eating healthy, exercising, getting sleep, and finding time to unwind.
- District/School Administration/Teachers/Parents: Encourage employees and students to talk with people they trust about their concerns and how they are feeling.

Preparing for When Someone Gets Sick - TRACKING AND CONTAINMENT

28. Advise on Home Isolation Criteria
- Parents/Staff/Students: Sick employees or students should consult with their healthcare provider or local health department, and follow their guidance along with CDC-recommended steps if they are sick.
- Parents/Staff/Students: Sick staff members or students should not return until they have met CDC’s criteria to discontinue home isolation and personal healthcare provider.

29. Isolate and Transport Sick
- District Administration: Install barriers as needed to protect employees working in the nurse's office.
District Administration: Adjust air handlers in isolation areas if a confirmed case.

School Administration/Teachers: Observe students throughout the day and refer students who have symptoms to the school nurse. See attachment.

School Administration/Nurse: Ensure the student isolation area is properly supervised when in use.

Nurse: Isolate students who are showing symptoms to a separate area away from other students and staff. See attachment.

Custodians: Ensure doors to the clinic are open to minimize use of door handles and to ensure maximum air flow to the area.

Parents: Ensure there are multiple, pre-arranged methods of getting a student home from school should they become ill or exhibit symptoms.

30. Clean and Disinfect

District Administration: Establish protocols for cleaning and disinfecting areas of isolation of sick, areas where COVID positive individuals have been, and other areas as needed. Facilities procedures will follow the CDC/EPA guidance for cleaning and disinfecting, use products that meet EPA disinfection criteria, and ensure safe and correct use and storage of cleaning and disinfection products including storing products securely away from children.

Custodians: Clean and disinfect the isolation area and modify the ventilation system after students who utilize the area have left the building. See attachment.

31. Notify Health Officials and Close Contacts

District Administration: Develop and communicate the staff/student ill procedures and the confirmed COVID-19 procedures. See attachment.

District Administration: Provide standard letter templates to communicate suspected or confirmed cases.

School Administration: When needed, communicate the building staff/students who are COVID positive or suspected COVID positive and provide send parent notifications when directed to do so by Environment Health and Safety or the local health department (letter templates will be provided).

School Administration: Monitor the Pandemic Illness Tracking Forms for staff and students and coordinate with local health department.

District Administration: Notify local health department of confirmed or suspected cases.

District Administration: Communicate with local health department to assess risk and other close contacts of a confirmed case.

District Administration: Determine if a short term closure is necessary for a classroom, zone, school or entire district.

District and School Administration: Develop and communicate a remote learning plan in the event of a short term or long term closure (see the Curriculum Principal Binder).

School Administration: Actively monitor return of staff and students who had previously reported ill, due to COVID related symptoms and ensure they are following proper protocol for Return to Work/School (usually, due to COVID absence, they will have a physician written Return to Work/School letter, or has followed the 10-14 day isolation or quarantine period (a School Nurse is an appropriate advisor on this item). CDC Isolation Guidance, Quarantine Guidance.

Staff: Understand and follow the district staff/student ill procedures and the confirmed COVID-19 procedures.

Staff: Promptly complete the online Pandemic Illness Tracking forms to report COVID related illness, and COVID 1 confirmed or suspected COVID-19 cases. There are two forms, one form for staff and one for students.

Teachers: Develop and communicate to students/parents the class remote learning instructional plan that will be used in the event of a short term or long term closure.

Staff/Parents/Students: Be aware of and ready to implement the remote learning plan in the event of short term or long term closure.
### Definitions:

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
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<tbody>
<tr>
<td><strong>COVID-19 Symptoms</strong></td>
<td>Any one of these symptoms: Cough or Shortness of Breath/Chest Tightness, Headache, Sore throat, Chills, Body Aches, Body Shake, New loss of taste and/or smell</td>
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<tr>
<td><strong>Close Contact</strong></td>
<td>Individual who has had close contact (&lt; 6 feet) for 15 minutes or longer with a:</td>
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<td>- Person with COVID-19 who has symptoms (in the period from 2 days before symptom onset until they meet criteria for discontinuing home isolation; can be laboratory-confirmed or a clinically compatible illness)</td>
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<td>- Person who has tested positive for COVID-19 (laboratory confirmed) but has not had any symptoms (in the 2 days before the date of specimen collection until they meet criteria for discontinuing home isolation)</td>
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<tr>
<td><strong>Confirmed Case</strong></td>
<td>Person who has tested positive for COVID-19 (laboratory confirmed)</td>
</tr>
<tr>
<td><strong>Suspected Case</strong></td>
<td>Person who is awaiting test results for COVID-19 (laboratory) and has COVID-19 symptoms</td>
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### Updates to This Plan:

<table>
<thead>
<tr>
<th>Date</th>
<th>Updates</th>
</tr>
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<tbody>
<tr>
<td>7-1-2020</td>
<td>Original version</td>
</tr>
<tr>
<td>7-7-2020</td>
<td>Added language for use of gym, after school care providers, Blended Learning Groups A &amp; B assignments, breakfast kiosks, take-home meals, daily health assessments/temperature screenings, attachment for Facilities Disinfecting and Ventilation Guidelines.</td>
</tr>
<tr>
<td>7-14-2020</td>
<td>Added item #15 for Daily Health Assessment under School-Specific Safety Plan section (page 15)</td>
</tr>
<tr>
<td>7-15-20</td>
<td>Revised the Group A/B weekday schedule (page 6)</td>
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<tr>
<td>7-16-20</td>
<td>A revised <a href="#">Confirmed or Suspected COVID-19 Case Process</a> linked (page 1)</td>
</tr>
<tr>
<td>7-29-20</td>
<td>2 attachments added: Daily Health Assessment Temperature Check Process and COVID-19 screening and testing (page 1)</td>
</tr>
<tr>
<td>7-31-20</td>
<td>1 attachment added: Daily Health Assessment Temperature Check Instructions (page 1)</td>
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<tr>
<td></td>
<td>1 attachment updated: COVID-19 screening and testing (page 1)</td>
</tr>
<tr>
<td>8-3-20</td>
<td>1 attachment added: Cleaning Standards for Technology (page 1)</td>
</tr>
<tr>
<td>8-4-20</td>
<td>Revised attachments: Staff and Student Illness Protocol and Confirmed or Suspected COVID-19 Case Process (page 1)</td>
</tr>
<tr>
<td></td>
<td>1 attachment added: COVID-19 Related Posters and Signs (page 1)</td>
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<tr>
<td>8-5-20</td>
<td>1 attachment added: COVID-19 Confirmed Case Letter Template (page 1)</td>
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<tr>
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<td>Added bullet: District Administration: Limit central office staff from entering buildings other than the entrances where health screening occurs. (page 8)</td>
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<tr>
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<td>Re-worded for clarification the first bullet for weekly Group A/B under Staggered Schedule (page 6)</td>
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<tr>
<td>8-6-20</td>
<td>1 attachment added: Tools to Teach Students COVID-19 Safety Procedure (page 1)</td>
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<tr>
<td></td>
<td>Link to CDC Isolation Guidance and CDC Quarantine Guidance (page 2 and 10)</td>
</tr>
<tr>
<td>8-17-20</td>
<td>2 attachments added: Student COVID-19 Guide and Employee COVID-19 Guide (page 1)</td>
</tr>
<tr>
<td>8-19-20</td>
<td>1 attachment added: Indoor Air Quality and Ventilation (page 1)</td>
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<tr>
<td>8-21-20</td>
<td>2 attachments added: Employee Return to Work Instruction and Supervisor Procedures for Ill Employees. I attached revised: Indoor Air Quality and Ventilation for COVID-19 (page 1)</td>
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*Some portions were adapted from the Lebanon City Schools Fall 2020 Reopening Plans*
## Building-Specific Safety Plans

<p>| | |</p>
<table>
<thead>
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| 1 | Describe your building plan to maximize physical distancing in the classrooms. Students will be attending in-person in either Group A or Group B and should be a minimum of 6’ apart. When at all possible, teachers should remain 6’ apart from students. Buildings may need to creatively use other space for classroom space to ensure this distancing, such as media center, art and music rooms, or athletic spaces.  
Individual school floor plans can be found here: [https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing](https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing)  
Various sample furniture layout templates can be found here: [https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing](https://drive.google.com/drive/folders/1DeZs6f3A1m2kW1SdChMrz66h16OvMBF?usp=sharing) |
<p>| 2 | Describe your building plan for storage of extra furniture or classroom materials. |
| 3 | Describe your building plan to stagger bell schedules to avoid hallway congestion, stagger recess, stagger locker access, stagger restroom breaks, and stagger dismissal |</p>
<table>
<thead>
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<tbody>
<tr>
<td>4</td>
<td>Describe your building plan to have teachers move rooms when at all possible, instead of students moving rooms.</td>
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<tr>
<td>5</td>
<td>Describe your building plan to identify and isolate staff or students who are exhibiting COVID-19 symptoms during the school day (after arrival), including identifying the isolation area. The isolation area should be separated from the well-area of a nurse office.</td>
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<tr>
<td>6</td>
<td>Describe your building plan to educate students and parents on new safety protocols (videos and written materials will be provided by district administration), including visual reminders throughout the building.</td>
</tr>
<tr>
<td>7</td>
<td>Describe your building plan to replace large school assemblies with other means of communication or virtual events.</td>
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<tr>
<td>8</td>
<td>Describe your building plan to avoid using shared materials in the classroom.</td>
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<tr>
<td>9</td>
<td>Describe your building plan to be prepared for remote learning, in the event a short term or long term closure is necessary.</td>
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<td><strong>10</strong></td>
<td>Describe your building plan to give reminders and warnings to students not following these safety protocols. See the Positive Behavior Intervention Support Plan.</td>
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<tr>
<td><strong>11</strong></td>
<td>Describe your building plan to ensure staggered morning arrivals to ensure there is no crowding upon entering the school. (Transportation Dept. will ensure staggered bus arrivals or unloading)</td>
</tr>
<tr>
<td><strong>12</strong></td>
<td>Describe your building plan for identifying backup staffing for principal and for reviewing, updating, and distributing the school emergency plan.</td>
</tr>
<tr>
<td><strong>13</strong></td>
<td>Your school nurse will be your primary <strong>Building COVID-19 Point of Contact</strong>. Describe how your building will ensure everyone knows who the primary contact is and identify the backup contact, in case the primary contact is absent.</td>
</tr>
<tr>
<td><strong>14</strong></td>
<td>Other than the plans listed above, describe any other specific building plan which may be necessary to implement 6’ social distancing, mask-wearing, handwashing, cleaning, or other guidelines listed in this document.</td>
</tr>
</tbody>
</table>
Describe your school plan for which staff will conduct the Daily Health Assessment including temperature screening for staff, students and visitors, and at which building entrances, for both the morning arrival window and any later arrivals throughout the day. (District Administration will provide the process instructions, supplies and staff training to conduct the Daily Health Assessments.)