***SUPPORTING CONSIDERATIONS: FACILITIES***

***PREPARATION***

**Communications**

* Who ensures that the plan and protocols are carried out? Administrators?
* Consider asking the 3-5 questions about health/travel to parents so they don’t send their child if they would respond yes to those questions.
* Is it necessary to contact other students who were in the thermometer line around the student who has a temperature?
* How early will schools open to catch all staff and students for temperature check?
* How are temperatures recorded to account for every person in the building to be checked? (Student chart clipboard, iPad, etc.)

***IMPLEMENTATION***

**Before School Procedures**

* What processes need to be in place to account for everyone’s temperature before entering the building?
* District: Consider what measures you have in place to consider students' health upon arrival to school.
* Consider ordering digital thermometers, if they are needed, assuming this is a reliable measure it is cheap and quick.
* Who takes the students’ temperature daily and where is it performed?
* How will schools ensure all students and staff are checked each day?
* What is the temperature that is required for entry? Exclude if 100.4 or above.
* If someone has a temperature, where are they isolated until their parent picks them up?
* Could temperatures be taken at home before students and staff come to school?
* What doors do staff and students enter through?
* What are protocols for students and gathering before and after school?
* Will all students arrive at the same time?
* Should a staggered arrival be considered?
* Will parents be allowed to exit vehicles and escort the young child (pre-k or kindergartner) to the classroom?

**PPE and Mask Protocol**

* What PPE is required for each person/role?
	+ Who decides this? CDC guidelines? District health department?
* Who will enforce the mask and PPE protocols?
* Does everyone wear a mask at all times?
* Will you require cloth or paper masks?
* Who supplies the masks? School? Individuals?
* If cloth masks are preferred, who will ensure they are laundered daily?
* Are clear masks needed for faculty and staff to facilitate communication with all students? (i.e. students or staff who are hard of hearing or deaf)
* Will PK-elementary students wear masks?
* If masks are used for younger children, who will teach and reinforce use of masks among children – especially those in Pre-K through 3rd grade

**Social Distancing**

* How and who monitors the 6 ft social distancing?
* Who are the social distancing police? Students and staff easily forget.
* Are there areas where floors need to be marked?

**Safety Drills, Procedures, and Protocols**

* How can you safely evacuate students and staff for fire/evacuation drills and keep social distanced?
* Can ropes with knots help students distance at the elementary level? What are other ways to constantly remind students of distancing, especially for older students?
* What if you have to evacuate to an alternative location? How is it best to move and still social distance?
* How can shelter drills maintain social distance?
* Is it possible to find additional locations to shelter to help maintain social distance?
* Without compromising the safety of students, are there smaller locations that could be used to limit the number of students and staff in one location?
	+ What staff members will be assigned to provide adult supervision?
	+ Can masks be worn by everyone in a shelter location to help protect students and staff when distancing is difficult?
* If the school needs to go into lockdown, what is the best way for students to get out of sight and yet social distance?
* Which protection should come first...protection needed by lockdown or protection needed from COVID19 during a lockdown situation?
	+ Would masks be appropriate for everyone to wear at that time to help protect students and staff?
* Which protection should come first...protection needed by shelter due to chemical spill, etc.  or protection needed from COVID19 during a lockdown situation?
	+ Would masks be appropriate for everyone to wear at that time to help protect students and staff?
* Are there additional locations that could be used to social distancing when the sealing of a room from outside airflow is necessary?

**Special Considerations for Pre-K**

* Can the school ensure that student and staff groupings are as static as possible by having the same group of children stay with the same staff (all day for young children, and as much as possible for older children)?
* Can the school restrict mixing between groups of young children?
* Will the school close communal spaces such as playgrounds and gym? Or can the school stagger use and disinfect in between use?
* If meals are served, can these be served in classrooms instead, while ensuring the safety of children with food allergies?

**Hand Hygiene and Respiratory Etiquette**

* Who will teach and reinforce [handwashing](https://gcc02.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.cdc.gov%2Fhandwashing%2Fwhen-how-handwashing.html&data=02%7C01%7CTeresa.Coonts%40nebraska.gov%7Cc6622829f7704ccb57d808d7fe897fcd%7C043207dfe6894bf6902001038f11f0b1%7C0%7C0%7C637257738812888461&sdata=RpjcGC%2B%2B8txLbSmZbdyy7ntq%2FD%2BMN%2FRjNmCqLVa1ql4%3D&reserved=0) 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, can the school place containers of hand sanitizer (at least 60% alcohol - for staff and older children who can safely use hand sanitizer)?
* Who will teach and reinforce students to cover coughs and sneezes with a tissue? (especially for pre-k through 3rd grade children).

**Strategies for Keeping Numbers Low**

* If school days are lengthened to have smaller class sizes, how does that impact teacher contracts?
* Could schools operate on a weekly basis where one group of students come for a week then have one week of at-home learning while another group attends?
* Could elementary students stay in one classroom, while “special” teachers rotate? Lunch would be eaten in the classroom, and recess times would be staggered.
* Do schools have any liability protection from being sued if a student/staff contracts COVID19?
* Could schools do AB days or Monday / Tuesday = group 1; Wednesday = remote learning/school is sanitized; Thursday / Friday = group 2?

**Buses**

* How do we ensure students are observing social distancing at bus stops? Who is responsible to monitor?
* Will students’ temperatures be taken before they get on the bus? If so, who will do this?
* How do we ensure adequate spacing between students and seats?
* How do we ensure students don’t move from their seats after they sit down?
* How do we ensure windows and anything else that have been possibly touched are sanitized?
* Are plastic see-through dividers available for the driver’s safety?
* Who monitors student mask use and social distancing while the driver is focused on the road?
* Will we need to run alternative bus routes?
* How do we sanitize seats, hand rail, etc. prior to and after each students’ use?

**Handling a Student or Staff Member that Gets Ill During the Day**

* What does a school do with a student who gets ill during the school day?
* Where does that student go before the parent arrives?
* How is that area sanitized before and after the student arrives/leaves?
* What if there are multiple ill students waiting for a parent?
	+ Where are they sent?
* Whose responsibility is it to do contact tracing for students/staff who get ill during the day?
* Whose responsibility is it to contact the public health department informing of illness?
* Lessons to be taught for protection: (Liability protections)
	+ How to properly wear a mask?
	+ How germs spread?
	+ How do we teach students and staff about cross-contamination…? Kindergartners too?
	+ How to properly wash hands?
	+ How to properly sanitize equipment, desks, spaces?

**Hallways**

* Would commons areas be manageable?
* Is there a traffic pattern developed for moving students between classes? (center of hallway?)
* Is there a staggered timing for moving students between classes?
* Who determines that schedule of movement? (No more than one classroom at a time)
* How do students maintain 6 ft. distance at their locker when lockers are close together?
* How to sanitize books and equipment?
* How often are hallway walls sanitized? I have hardly ever seen a student walk down the hall without touching it.
* Would we eliminate posters and student work from walls to eliminate groups forming? (trophy cases/bulletin boards)
* Do we eliminate hip and lip? maybe use the bubble
* Will maker spaces and work spaces be eliminated from hallways?

**Special Considerations for Pre-K**

* Can the school provide physical guides, such as tape on floors or sidewalks and signs on walls, to ensure young children remain at least 6 feet apart in lines and at other times (e.g. guides for creating “one-way routes” in hallways)? (young children and some children with special needs require visual cues/signs)

**Classrooms**

* Is it possible to keep each child’s belongings separated from others’ and in individually labeled containers, cubbies, or areas? And taken home each day and cleaned, if possible?
* Is it possible to assign each student their own art supplies, “high use” equipment or limit use of supplies and equipment by one group of children at a time and clean and disinfect between use?
* How can we avoid sharing electronic devices, toys, books, and other games or learning aids – or disinfect between uses?
* How can we facilitate meals in the classrooms? need to remember to check for allergies and cross- contamination, trash would be contamination-risk
* What additional supplies do we need to support meals in the classroom?
* Will masks be washed daily--by whom?
* Who will buy the masks?
* Will they be disposable, single-use?
	+ Sanitizer
	+ Paper towels
	+ Larger trash cans
	+ Larger trash bags (some classrooms do not have trash bags)
	+ Desk separators
* How to maintain 6 ft. social distance in practice in all classrooms? (students who are blind or visually impaired, or deaf-blind, multiple disabilities) Preschool, kindergarten would be difficult
* How to minimize handling of paper, books, and other shared items? (eliminate community materials; crayons, pencils, etc.)
* Digital books for all curriculums? (SPED student considerations, continuation of Braille instruction including the use of Braille paper)
* Could students receiving SPED services attend daily, rather than be limited to their cohort? (equity)
* How to keep/manage students learning at school and at home simultaneously?
* Can group learning be practiced in a socially distanced classroom? difficult to do
* How to have group involvement/work at a socially distancing appropriate classroom?
* Do we eliminate small group tables completely?
* How to monitor students being out of their seats? difficult
* How will Life Skills look in the classroom?
* To ensure 6 ft of SD, will your school need to break your classrooms into cohorts?
* What about work-based learning opportunities for students - how is this monitored? On days they leave, would they not come back?
* Do we limit who can use Smart Boards/White Boards, etc.?
* If doing am/pm cohorts who will manage the sanitizing between sessions?
* Can kids sit on the floor?
* Can kids sit on sit spots/carpet spots?
* How will Science labs/experiments be handled?
* Do classrooms that cycle kids in & out, such as music, PE, art, need to be sanitized between classes? might not happen during this time
* Do we have to eliminate student mailboxes in elementary classrooms?

**Restrooms and Drinking Fountains**

* How are restrooms sanitized between uses and at the end and beginning of the day?
* Can the number of open restrooms be limited for better cleaning?
* How to ensure the 6 ft. social distance with stalls side-by-side? Number limited
* Can drinking fountains be turned off and covered for no use?
* Could students all be required to use water bottles? (at lunch?) Who provides the water bottles?
* How can restroom use be monitored?
* Paper towels vs. air dryers?

**Cafeteria**

* Can all utensils, plates, condiments, salad dressings, etc. be disposable?
* How to have a contactless salad bar? Or have pre-made salads?
* Can food and milk deliveries be contactless outside or delivery persons wear masks?
* How to get all food service workers wear masks, gloves, and full covering PPE while prepping food?
* How to account for student meal payment without touching a screen?

**Locations**

* Will the following high-traffic/high-germ areas be accessible/used?
* Library/Media Centers
	+ Are e-Books or electronic versions available for check out?
	+ How can you reduce the use of physical books, computers or printers?
	+ Do students have access to the media center freely or is it by appointment only?
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. table and shelf spacing, floor or table markings)
	+ Are plastic barriers available for the librarian to use to check out books?
	+ Do you have the technology for students to check out books without needing to come into contact with the librarian?
	+ Who and how do you sanitize a book, computer or printer after use?
	+ Can you allow a book to sit for 3+ days after returning before restocking it?
	+ How can you reduce contact between students and materials/equipment when browsing?
	+ Do you have an online catalog they can browse in advance, request a book and have it ready for them when they come in?
* Computer Labs
	+ Is it possible to check out individual electronic devices to each student or certain grades or provide the appropriate software on the students’ devices?
	+ Is it necessary to use the computer labs?
	+ Is there a way to reduce the number of people/grades that are using each lab/cart?
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g., markings, equipment spacing)
	+ How, who and how often are the computer labs sanitized after use?
	+ What type of equipment is required? Mouse, keyboard, headphones, etc.?
	+ What type of seating is required?
	+ How will seating be sanitized as well?
	+ Are standing desks and computers an option?
* Science Labs
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. Tape floor & table markings, spacing of equipment, smaller groups, individual work)
		- This will vary depending upon school lab space. If space allows pairs to social distance, they could still do labs as partners.
	+ How, who and how often is the lab area and equipment sanitized after use?
		- Build into lab procedures that all washable equipment is sanitized before and after use.
	+ How many sets of safety goggles do you have?
		- Can you acquire additional classroom sets?
	+ Discouraging people from sharing items that are difficult to clean, sanitize, or disinfect or that are meant to come in contact with the face (e.g. goggles, microscope eyepiece).
	+ What equipment needs extra attention or detail to clean? (e.g. microscope eyepiece or tuning dial)
	+ Is it possible for each student to have their own equipment/lab coat to prevent sharing?
		- Can all materials be provided at the lab space to avoid community sharing?
	+ What type of equipment is required? Burner, dish, beaker, lab coat, safety goggles, microscopes, etc.?
* Industrial Technology - Shop/metals/Auto
	+ How do you ensure that social distancing (6ft apart) is practiced in classrooms and shops? (e.g. Tape/floor markings, spacing of equipment, smaller groups, individual work - no partners)
	+ How, who and how often are the commonly touched (or frequently used) shop tools and equipment sanitized after use?
	+ Is it possible for each student to have their own tools or equipment for the course? (e.g. protective eyewear, shop coats or welding jackets/helmets)
	+ How many sets of safety goggles are available for students? Is it possible for each student to have their own?
	+ If automotive programs bring in vehicles from community or school members, how can they be properly sanitized before student uses?
* Agricultural Classrooms/Labs
	+ How do you ensure that social distancing (6ft apart) is practiced in classrooms and shops? (e.g. Tape/floor markings, spacing of equipment, smaller groups, individual work - no partners)
	+ How, who and how often are the commonly touched (or frequently used) shop tools and equipment sanitized after use?
	+ Is it possible for each student to have their own tools or equipment for the course? (e.g. protective eyewear, shop coats or welding jackets/helmets)
	+ What are the special considerations for animal science programs?
	+ Is it still safe for students to handle animals?
* Greenhouses
	+ How do you ensure that social distancing (6ft apart) is practiced in the greenhouse? (e.g. Tape/floor markings, spacing of equipment, smaller groups, individual work - no partners)
	+ How do you follow guidance to reduce any members of the public from entering the greenhouse?
	+ Could online ordering and pickup be utilized for greenhouse purchases from community members?
* Family and Consumer Sciences
	+ How do you ensure that social distancing (6ft apart) is practiced in classrooms? (e.g. Tape/floor markings, spacing of equipment, smaller groups, individual work - no partners)
	+ How, who and how often are the sewing machines and equipment sanitized after use?
	+ Is it possible for each student to have their own sewing tools or equipment to prevent sharing?
	+ How, who and how often are interior design tools sanitized after use?
	+ Is it possible for each student to have their own interior design tools or equipment to prevent sharing?
	+ Is it possible to provide an alternative child development experience for students instead of taking home the Real Care (electronic simulation) babies?
	+ How do you ensure that industry guidance for early childhood education centers is followed for FCS Department run Preschools or child development programs?
* Culinary Arts
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. Tape/floor markings, spacing of equipment, smaller groups, individual work - no partners)
	+ How, who and how often is the kitchen lab area and equipment sanitized after use?
	+ Is it possible for each student to have their own equipment/lab apron/chef’s coat to prevent sharing?
	+ How will you ensure that all students preparing food wear masks and gloves? (i.e. to follow industry-standard guidance)
	+ How will disposable (one-use) tasting spoons, plates, etc. be available for labs?
	+ How will industry-standard guidance be followed and practiced for student-ran catering or school-based culinary enterprises?
* Work-based Learning Experiences for CTE students
	+ Are their work-based learning opportunities available within your own school or district, rather than the community?
	+ For districts with more than one high school.
	+ Can you partner with another school to provide these experiences for students? (This would give students the opportunity to work on skills outside the comfort and familiarity of their own school)
	+ What type of teacher and para support is available in schools to help provide these opportunities?
	+ If working in the community, what restrictions might business partners have?
	+ What transportation is available?
	+ Are you re-teaching personal hygiene routines?
	+ What can you do in the summer to prepare students?
	+ Can you use video modeling to teach skills?
	+ Is there a resource list that could be provided as a replacement for teaching WBL skills?
	+ Have you connected with your VR Pre-ETS person to help with support and resources?
* Nurses’ Offices
	+ How often is the school nurse in the building? Who will cover the nurse’s office when the nurse is not present?
	+ Is proper ventilation for air circulation available in the current nurse’s office? If not, can it be relocated to an area with adequate air exchange?
	+ How will well children (daily medications, diabetes check, physical injury assessment, first aid treatment, etc.) be handled?
	+ Can first aid kits be dispersed to classrooms or areas throughout the building to help alleviate some office visits for the well?
	+ Is an athletic trainer available during the day to address some physical injury inquiries?
	+ What is the procedure for referring or sending an ill student to the nurse?
	+ Is there a framework or tree that can be developed for ill children and staff?
	+ How will the staff be trained on this?
	+ How do you ensure that social distancing (6ft apart) is practiced? Are dividers available to separate patients?
	+ Who, how and how often is equipment and space sanitized after use?
	+ Is there a way to transport the sick home if parents cannot be reached?
	+ What is the procedure for students and staff returning after illness? Is a MD note required for students to re-enter school after being ill?
	+ Does the nurse’s office have enough PPE supplies?
	+ What supplies are needed (e.g. masks, gloves, face shields, bonnet, booties, clear mask for individuals who are hard of hearing, gown)?
	+ What equipment is needed for the nurse’s office(s) (e.g. thermometers, ice packs)?
* Band/Orchestra/Elementary Music Room & Instruments
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. markings, equipment/chair spacing, smaller groups, outdoor meetings)
	+ Are you able to assign students chairs and suggest they only touch their chair?
	+ If loaned, are instruments/equipment/uniform checked out to one student for the entire year to avoid sharing?
		- If instruments such as percussion instruments must be shared, can each student utilizing them wear gloves?
	+ What equipment is needed (i.e. music stands, music folder, instruments, mallets, rhythm sticks)?
		- Which of these items can be provided to each individual student to avoid sharing?
	+ Who, how and how often is equipment sanitized after use?
	+ How do you prevent/reduce projection of saliva droplets and/ or aerosol through instrument playing? (e.g. empty rows in between, stagger players so not directly in front of instrument bell)
	+ What is the procedure for releasing spit valves?
	+ Do you have the ability to sanitize or wash hands before and after entering the rehearsal space?
	+ How do you maintain supply of sanitizer?
	+ What do you do about sink availability?
	+ [Is your school requiring facemasks to be worn when feasible?] If so, when during band, orchestra or elementary music class is it not feasible to wear a mask?
		- Can masks be worn up until that point?
* Chorus/Show Choir/Dance Activities
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. markings, chair spacing, smaller groups, outdoor meetings, no contact choreography)
	+ Are you able to assign students chairs/riser spots and suggest only they touch their chair?
	+ Can you allow open risers or empty chairs as spacers?
	+ If loaned, are costumes/props checked out to one student for the entire year to avoid sharing?
	+ Can you consider costumes that resemble everyday clothes and can be laundered regularly (versus dry-cleaning)?
	+ What equipment is needed (e.g. music stands, music folder)?
	+ Which of these items can be provided to each individual student to avoid sharing?
	+ Who, how and how often is equipment sanitized after use?
	+ How do you prevent/reduce projection of saliva droplets/aerosol through singing? (e.g. empty rows in between, stagger singers so not directly in front of one another)
	+ Do you have the ability to sanitize or wash hands before and after entering the rehearsal space?
	+ How do you maintain supply of sanitizer? What do you do about sink availability?
	+ [Is your school requiring facemasks to be worn when feasible?]
		- If so, when chorus or show choir is it not feasible to wear a mask?
		- Can masks be worn at all times?
* Art Rooms
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g., Tape chair/floor & table markings, spacing of equipment, smaller groups, individual work)
	+ Is it possible for each student to have their own equipment/lab coat to prevent sharing?
	+ Can all materials be provided at the lab space to avoid community sharing?
	+ Who is responsible for laundering?
	+ What type of equipment and supplies is required?
	+ Can each student have a supply box for each class?
	+ Do you have enough ceramics glaze, firing space or pottery wheels for each student?
	+ If not, how, who and how often is the equipment/supplies sanitized after use?
	+ Can the instructor only have access to the supplies area to distribute accordingly?
	+ Do you have the ability to sanitize or wash hands before and after entering the art room?
	+ How do you maintain supply of sanitizer?
	+ What do you do about sink availability?
* Theatre
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g., Tape floor & table markings, spacing of equipment, smaller groups)
	+ Is it possible for each student to have or bring their own makeup and costumes to prevent sharing?
	+ Can all students have their own copy of the script to prevent sharing?
	+ How can you continue set construction with minimal sharing of supplies, space, prop materials, etc.?
	+ Can each student be assigned their own prop or portion of set design to complete?
	+ Can each prop or set design section have their own supply box to reduce sharing?
	+ Can the instructor only have access to the supplies area to distribute accordingly?
	+ Do you have the ability to sanitize or wash hands before and after entering the theatre space?
	+ How do you maintain supply of sanitizer?
	+ What do you do about sink availability?
	+ How, who and how often is the equipment, set and area sanitized after use?
	+ What equipment is needed for practices and performances (e.g. sound, curtain, microphones)?
	+ Can gloves and sanitizer be used when operating the equipment?
* Playgrounds
	+ How can you ensure that recess or physical activity breaks are provided?
	+ How can you utilize classrooms or additional spaces to ensure social distancing?
	+ What does play on the playground at recess look like with 6 ft. social distance?
		- Can you organize structured activities that promote social interaction while maintaining social distancing?
		- Are there students that can help plan and organize these activities?
		- Single class recess is fun for kids and continues to provide cognitive, social, emotional, and physical benefits to kids and teachers.
	+ How to keep students from touching hands to face after use of equipment until they can wash hands?
	+ How and who sanitizes equipment before and after use? (CDC does not require disinfecting or sanitizing of large playground equipment, clean as normal)
		- Will playground equipment (e.g. balls, jump ropes) be used? If so, do we have a plan for rotating equipment to limit or eliminate sharing?
		- Who will disinfect the equipment between use?
		- Can the playground be separated into sections by grades/classes?
		- Can a schedule or rotation be created by equipment use per day?
	+ What will be used for inside recess equipment; who and how will it be sanitized between uses?
		- What activities are available that require little to no, or disposable equipment? (e.g. GoNoodle, paper ball)
	+ How does the procedure look for washing hands after recess?
	+ SEE PHYSICAL ACTIVITY/ATHLETICS DOCUMENT FOR ADDITIONAL GUIDANCE
* P.E. Equipment
	+ How do you ensure that social distancing (6ft apart) is practiced?
	+ How, who and how often is the equipment used for P.E. sanitized between uses?
	+ Clean and sanitize equipment after each class/group OR after a certain amount of time (every 2 hours) OR at the end of the day
	+ How can you reduce the use of equipment and/or equipment sharing during physical education?
	+ Focus on lifetime activities that avoid interaction, maintain social distancing, and reduce use of equipment sharing
	+ Can physical education be held outdoors with minimal equipment?
	+ Are facemasks required to be worn when feasible? If so, when during physical education is it not feasible to wear a mask?
		- What are some activities you can do that are not cardio heavy if facemasks are required at all times?
	+ Can students bring their own water bottles?
	+ SEE HEALTH AND PHYSICAL EDUCATION DOCUMENT FOR ADDITIONAL GUIDANCE
* Swimming Pools
	+ How do you ensure that social distancing (6ft apart) is practiced?
	+ Can you determine class size based on the number of lanes the pool has (recommended 1 student per lane if using the full length of the pool)?
	+ Do you have lane ropes to separate each lane and student?
	+ Avoiding group events, gatherings, or meetings both in and out of the water if social distancing of at least 6 feet between people who don’t live together cannot be maintained (i.e. swimming lessons, community free swim hours).
	+ What equipment is needed for class (e.g. goggles, kickboards, pull buoys, noodles)?
	+ Can each student be checked out their own equipment?
	+ Discouraging people from sharing items that are difficult to clean, sanitize, or disinfect or that are meant to come in contact with the face (i.e. goggles, nose clips, and snorkels).
	+ How, who and how often is equipment and locker rooms sanitized after use? (follow CDC guidelines for pools: <https://www.cdc.gov/coronavirus/2019-ncov/community/parks-rec/aquatic-venues.html>)
	+ Is your school requiring facemasks to be worn when feasible? If so, can face masks be worn up until the point of entering the water?
	+ Masks are not advised in the water as the fabric swells and makes breathing difficult.
	+ What is the procedure if someone falls ill while in the pool area? Can you rope off or eliminate use of the area that the contaminated person utilized until disinfection can take place?
* Wrestling Mats
	+ Is it necessary to use the wrestling mats, or is another option available? (e.g. outdoors, towels, yoga mats)
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. markings, equipment spacing)
	+ How, who, and how often are wrestling mats sanitized after use?
	+ How do you ensure proper ventilation of the room/area after sanitation?
* Athletic Training Room
	+ Do you have the ability to sanitize or wash hands before and after using the athletic training room?
	+ How do you maintain supply of sanitizer? What do you do about sink availability?
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. Tape/floor markings, spacing of equipment, smaller group)
	+ What is your ice bath procedure to ensure proper sanitization and social distancing is practiced?
	+ Do you have the ability to move outdoors for some or all services?
	+ How can you ensure proper ventilation and airing out of training rooms after sanitization?
	+ How, who and how often to ensure the sanitizing/disinfecting of equipment before and after use?
	+ Clean equipment after each use (follow CDC cleaning guidelines)
		- How to sanitize the area and mats used?
		- How to ensure that enough cleaning supplies and PPE are available (state funding?)? (online form can fill out)
* Weight Rooms
	+ How do you ensure that social distancing (6ft apart) is practiced? (e.g. Tape/floor markings, spacing of equipment, smaller groups)
	+ Avoid lifts that require a spotter in order to better maintain social distancing, try to use dumbbells as much as possible.
	+ How can you ensure proper ventilation and airing out of weight rooms after sanitization?
	+ How and who to ensure the sanitizing/disinfecting of weights before and after use?
	+ Clean equipment after each use (follow CDC cleaning guidelines?
	+ How to sanitize the area and mats used?
	+ Disinfect equipment after each class or group is finished, before the next enters (follow CDC cleaning guidelines) OR disinfect after a certain time frame (i.e. every 2 hours)
	+ How to ensure that enough cleaning supplies and PPE are available (state funding?)? (online form can fill out)
	+ Can students all be required to bring their own water bottles?
	+ Bring your own water bottle - no community water supplies or drinking fountain usage
	+ Do you have the ability to sanitize or wash hands before and after using the weight room?
	+ How do you maintain supply of sanitizer?
	+ What do you do about sink availability?
* Locker Rooms/Showers
	+ Are the use of locker rooms necessary?
	+ Can students not dress out and simply ensure proper footwear is worn?
	+ How and who sanitizes the locker room, showers, and all contents before and after use?
	+ How can you ensure proper ventilation and airing out of locker rooms after sanitization?
	+ How do you ensure that social distancing following the 6 ft rule is practiced?
* Health Sciences Classrooms and Labs
* Parent Drop Off and Pick Up Procedures
* Assumptions
	+ There will be no visitors to the building
	+ All deliveries will be left outside the building…including cafeteria food.
	+ Purell stations at many locations throughout the building.

**Considerations for Students with Disabilities**

* For students using F.M. systems and wearing hearing aids, will the teacher hold the mic for the students to speak into or will there be a mic stand at the front for the class that students go to?
* Who will sanitize and how often?
* What are the procedures for daily checks of hearing equipment (i.e. staff wear gloves, sanitizing all equipment before and after daily listening checks, and securing that staff that do the checks are well trained)
* For students and staff relying on lip-reading, if the district requires the wearing of masks, how will communication between staff and students be achieved? (i.e. work with Teacher of the Deaf/Hard of Hearing, ordering of clear mask)
* For children with significant disabilities, how will you continue to teach using hand-under-hand strategies? (i.e. wearing gloves)
* For children with behavior challenges and children with high sensory needs, how will the rooms and equipment needed be sanitized? (i.e. visual and object schedules, weighted blankets, etc.)
* For students who are blind, visually impaired, or deaf-blind regarding Braille and teaching materials, how will communication with the Teacher of the Blind/Visually Impaired occur so that all materials are cleaned appropriately? (i.e. students will have to touch Braille machines and other pieces of technology in order to continue learning; braille paper will continue to be needed, but work closely with your teachers of the Blind/VI for how this will be handled for each child)
* For the students who are blind, visually impaired, or deaf-blind regarding Orientation and Mobility, how will communication with the O and M occur for the cleaning of canes and other travel devices?
* For children who have wheelchairs, standing equipment, and a wide range of Assistive Technology devices, how will the district sanitize this equipment? (i.e. consult w/IEP or IFSP team in the cleaning of each device. Many educators of special education have training on appropriate ways to clean equipment without any damage to the equipment).
* For children needing diaper changes, clothing changes, catheterization, and feeding specific needs, how will the District ensure proper sanitation and personal protection equipment for both the child and the staff?

***RESOURCES***

* [Maryland Together](http://www.marylandpublicschools.org/newsroom/Documents/MSDERecoveryPlan.pdf)
* [Return to School Link from another source](https://drive.google.com/open?id=12YnPYxNgiIQ2HkoofgA5DuZoBvqad5tR)
* [CDC Considerations for Schools - May 19, 2020](https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html)
* [Road Map](https://returntoschoolroadmap.org/)
* [Launch Nebraska](https://www.launchne.com/professional-learning-and-resources/)
* [School Resource Hub](https://www.schoolresourcehub.org/)
* [Instruction Partners](https://instructionpartners.org/)
* [Guidelines for School Re-Entry](https://drive.google.com/open?id=1SM7nbn40Sb1i2iXcDp2ytAxgb68y-caG)
* [School Reopening Folder with Resources](https://drive.google.com/drive/folders/1dJMt4gmKi4IEsooqbffCRmPznmOmL8Br?usp=sharing)
* <https://www.edelements.com/covid19-school-districts>
* [Vital Smarts blog on opening up a work space](https://www.vitalsmarts.com/crucialskills/2020/06/leading-through-covid-19-how-to-get-your-people-on-board/?mkt_tok=eyJpIjoiT0dVM05UZzVaR1kzTnpNMSIsInQiOiJaK3dVcnBKXC9GR2FUSUY2WVRXRGtHZHNpaTVRbmFcL3kyeHE3bEZSUXRFRE1OaU0rdCtRd0VFWVNxMk5GNVwvQkY5ek1TTGV4UlgrMWFzQ3FTd0R3NTEwMmJST0Q2eU1HcWJPSTM0dU1SZFwvOEJiZHZtaWwwM0xVa3QzMXRDeWJ4YW4ifQ%3D%3D) - encourages behavior change
* Buffet EC recommendations: [CHILD DEVELOPMENT GUIDELINES FOR SAFELY OPENING EARLY CARE AND EDUCATION PROGRAMS](https://buffettinstitute.nebraska.edu/-/media/beci/docs/developmental-guidelines-for-safely-opening-early-learning-programs-5-11-20-final2.pdf?la=en)