

September 29, 2020

Reopen Strong

COVID-19 Operations

Handbook

Guidance

Presented by: Office of the Chief Operating Officer
September 29, 2020

Handbook Guidance Overview

Purpose

Student and staff return to District of Columbia Public Schools (DCPS) is critical to providing a fulfilling learning environment, so the health, safety, and well-being of students, staff, and families remain our top priority. The health, safety, and well-being of students, staff, and families remain our top priority. DCPS developed this **COVID-19 Operations Handbook** to ensure a planning process for both hybrid and virtual learning models that prioritizes the health and safety of all students and staff returning to our facilities this fall, should health conditions allow.

The guidance provided in this handbook aligns with current DC Health standards and provides a practical framework which can be customized for every school. DCPS will continue to monitor the latest health information from DC Health, Office of the State Superintendent of Education (OSSE), and the Centers for Disease Control and Prevention (CDC) and adjust our operational plans as needed. Please see Appendices *OSSE Health and Safety Guidance for Schools: COVID-19 Recovery Period*, *DC Health Phase 2 School Guidance*, and *CDC COVID-19 Guidance for Schools and Child Care*.

Handbook Components

With the mission of providing both centralized, DCPS-specific guidance and flexibility for schools to plan and adjust guidance to their unique priorities, the handbook is comprised of two components:

- 1) **Guidance** that provides school leaders with guidance on all COVID-19-related operational protocols, policies, and procedures for school reopening whether requires altering existing processes or introducing new ones.
- 2) **School Plan** template that supports school leaders with a planning framework through standardized template that align with the handbook guidance document so that school leaders can create customized, tailored plans for their schools while remaining in compliance with DCPS-wide requirements and expectations for school reopening.

Handbook Structure

This document highlights the operational needs that apply for both virtual and hybrid learning models and includes guidance for ongoing Term 1 priorities and anticipated Term 2 needs.

Guidance is formatted into following chapters:

- **Schoolwide Health & Safety Supports**
 - This chapter outlines school-wide safeguards, including school building set-up, the provision of PPE and supplies, and cleaning protocols.
- **School Operations**
 - This chapter outlines the Core Operations Team, how school buildings can be used, and management of supplies and inventory.
- **Staff Health & Safety**

- This chapter outlines key expectations and procedures for employees intended to ensure their health and safety.
- **Processes for Student Health & Safety**
 - This chapter provides information on adjusted school-level processes such as arrival, dismissal, hallway transitions, facilities use, and transportation.
- **Student Learning & Services**
 - This chapter provides guidance on how to support student learning and services while abiding by health and safety guidelines.

School-Level Planning, Implementation, and Supports

Using the guidance in the Reopen Strong COVID-19 Operational Handbook, school leaders will be asked to complete the COVID-19 Operations Handbook School Plan Template. Completed school plan template will ensure that each school has an operational plan that both health and safety standards and supports the needs of their school community. The Office of the Chief Operating Officer (OCCO) will provide support tailored to each school to ensure that, together, we can successfully abide by health guidelines and maintain the safety and wellbeing of all community members. The school plan template will be tailored for both virtual learning model and hybrid learning models as well as other school-specific programmatic and operational needs.

The following supports will be provided to school leaders as they complete their school plan template, both for virtual and hybrid learning models:

Strategic School Operations (SSO) Specialist team: The OCCO will facilitate meetings between the Strategic School Operations (SSO) Specialist team and each school leadership team to support the development of school-specific plans using the school plan template. SSO Specialists will also serve as a key liaison to get additional information and updates to school leaders.

Food & Nutrition Services (FNS), Facilities & Modernizations (Facilities), Strategic School Planning and Enrollment (SSPE), Secondary Academic Scheduling and Supports (SASS), and Office of Teaching and Learning (OTL) teams: Key Central Office teams will provide specific guidance and establish office hours that school leaders can drop into to ask specific questions as they complete their School Plan templates.

Instructional Superintendents: Instructional Superintendents (ISs) play a key role in supporting preparations by ensuring school needs and questions are surfaced early. OCCO will join calls between Principals and ISs to provide support and respond to questions.

Communication to Staff, Students, and Families

School leaders are responsible for communicating their school-specific plans to their staff and ensuring awareness of expectations. DCPS central office will be providing a Return to In Person Work webinar which all employees will be expected to complete prior to launch of the hybrid model, and additional written guidance will be provided to enhance awareness and compliance with new requirements and routines. DCPS Central Office will be supporting schools and school staff to review and understand the new processes and protocols. Additionally, DCPS central office will also be providing key stakeholder

communication materials and messaging to families, but tailored, school-specific communications will continue to be managed by school leadership, as they know their school community the best.

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Schoolwide Health & Safety Supports

Safety First Space Design

In accordance with official health guidelines, DCPS will be adapting school spaces in order to ensure safe learning and working environments for students and staff. These changes include facilities maintenance, signage, and space and furniture arrangement.

Key Information

- DCPS is working to ensure all school facilities and spaces are prepared for reopening based on the health and safety guidelines provided by DC Health and OSSE.
- Utilizing a cross-agency work group led by the Office the Assistant City Administrator’s office, DCPS is coordinating across multiple DC sister agencies to ensure building readiness and the procurement of necessary supplies.

Building Maintenance

Heating, Ventilation, and Air Conditioning (HVAC) Systems

In partnership with the Department of General Services (DGS), DCPS is consulting American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) guidance to inform potential HVAC enhancements across all schools to ensure a healthy environment for our staff and students. This includes, but is not limited to, evaluation of filter replacements and increased fresh air ventilation into our classrooms. Building specific HVAC plans will be developed and implemented.

Work Orders

DCPS Facilities and the Strategic School Operations (SSO) teams continue to work in close collaboration with DGS to prioritize all work orders that have a direct impact to maintaining a safe and healthy environment for our students and staff such as any plumbing (i.e. sink, toilet or drinking fountain) or HVAC work order. Schools should continue to prioritize work orders through their cluster’s SSO specialist.

Water Fountains

Schools will be encouraged to not use the traditional drinking fountain spouts due to potential virus transmission and health risks. Signs should be placed at each drinking fountain noting that the spout is closed. Drinking fountains with an integral bottle filler will remain open and students and staff will be encouraged to use it to fill up bottles. For schools without enough water bottle filler stations or none at all, DCPS Central Office will support with water coolers and/or water bottles.

Social Distancing Facilities Modifications

DCPS central office will help supply the following modifications with the custodial and operational staff at each school supporting with set up and site preparation:

Tents for student arrival and use for outdoor learning if field space allows on school grounds

Stanchions, cones, and barricade ropes for helping staff and students abide by social distancing guidelines during arrival to school

Plexiglass table-top dividers for reception and security areas where staff will have to interact with visitors and families in closer proximity than six feet

Clear screen dividers to separate designated spaces such as the Health Isolation Room and better facilitate social distancing should multiple students with symptoms be directed there at the same time

Six feet floor decal disks and floor tape to visualize social distancing for students and staff as they move around the school building

Carpet tiles in classrooms for younger students to help facilitate social distancing

Door jambs to prop open doors whenever students are scheduled to move throughout the building (e.g. arrival, dismissal, transitions)

Adjusted Furniture and Space Arrangement

Prior to the start of the school year, custodial and school operational staff will arrange all classrooms, learning spaces, offices, elevators, stairs, and other shared spaces in schools in order to support social distancing. Adjustments include furniture arrangement, such that desks all face the same direction and not one another, as well as strategic placement of barricades. Floor disks and tape will also be used to visualize how individuals should remain six feet apart to comply with health guidelines. This demarcation will be used in hallways, classrooms, stairs, and elevators (which should hold no more than two people at the same time).

To ensure we have access to the necessary outlets to charge devices and to avoid tripping hazards with cords, CARE classes can be set up an inward facing U or O shape along the perimeter of the classroom as long as there is more than 6 ft between work stations.

Health Signage

DCPS is working to ensure all schools have the necessary signage to effectively communicate health guidelines and expectations. Signage will include information on symptom development throughout the day to help students and staff remain alert and responsive. Signage will be age- appropriate. Translated signage will also be procured to ensure equity and accessibility.

Alternate Student Waiting Spaces at Arrival

Health Isolation Room

At each school, there will be a designated “Health Isolation Room” that must be no more than 100 feet but ideally 50 feet from the building entrance inside the school. The room will be set up to facilitate social distancing (e.g. furniture and space arrangement, clear screen dividers). This is where students who present with COVID-19 symptoms at either arrival or throughout the day must wait as their guardian is called to come pick them up. Students will be supervised throughout and walked back to the building entrance once their guardian arrives for pick-up.

Staff who present with COVID-19 symptoms at arrival or throughout the day may also wait in this room if they are waiting for someone to pick them up.

If possible, room should have an en-suite bathroom. Otherwise, a nearby all-gender toilet room should be identified for use by students in the Health Isolation Room. Students and staff in the Health Isolation Room should not be using the group restrooms.

Guardian Pick-Up Space

For students who are present in-person on a day they should be learning virtually, they will be directed to a Guardian Pick-Up Space. These spaces do not have to be within a certain proximity to the building entrance, so the cafeteria can be repurposed in this way since meals will be served in the classroom. Social distancing guidelines must be followed. Students will wait in this space as their guardians are called to pick them up. When guardians arrive, through the walkie talkie system, the supervising staff will be notified, and the student will be escorted to the building entrance. If a guardian fails to pick up their student, students can remain in the Guardian Pick-Up Space and will be provided learning materials with a “custodial care” format of supervision and academic support. Custodial care means students will be provided a device to access their virtual learning or a learning packet that corresponds with their virtual learning with no direct instruction being provided in-person See Appendix *Cafeteria Diagram* for a diagram of social distanced seating in a cafeteria.

Students in the Guardian Pick-Up Space may use group restrooms and must follow the general facilities use guidance provided in the relevant section of this guidance.

Outdoor Space Use

In addition to ensuring schools’ indoor spaces are adapted based on health and safety guidelines, it is recommended that schools consider using outdoor spaces for learning and classes where feasible. The tents schools will be utilizing at arrival in the morning are portable and can be repurposed as coverage for outdoor learning and working space if space is available on school grounds.

Building Use During Non-School Hours

Except for school-sponsored and Central Office-approved before- and after- school activities and programming, building use will not be permitted during non-school hours, in order to allow time for thorough cleaning. In such cases, school leadership will have to coordinate with the custodial staff to ensure that a daily enhanced cleaning and a weekly deep cleaning are still completed consistently.

In-Person Learning Classroom Arrangement

To ensure that schools are set up to facilitate social distancing amongst staff and students during the day, this section provides guidance on how to arrange In-Person Learning classrooms to ensure health and safety guidelines are followed while students are provided a thoughtful learning environment.

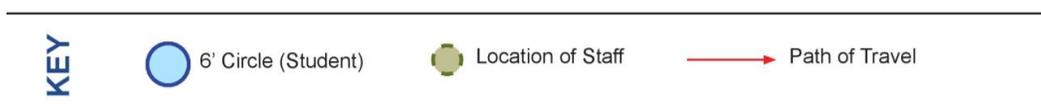
Key Information

- In-person learning in general education settings will be limited to small group cohorts comprised of students and instructors and follow DC Health guidelines (no more than 12 individuals (staff and students) clustered in one room, with an additional staff member (13 total individuals) added to the group briefly), with smaller student cohorts in self-contained programming.
 - PK3 – 8 students
 - PK4-K – 10 students
 - 1st-12th – 11 students
- Students will learn in their classroom cohorts with teachers and staff pushing in when needed.
- Furniture must be arranged to facilitate social distancing (six feet of distance between desks and workstations). Additional signage can be used to create age-appropriate learning settings for students that encourage social distancing.
- Classrooms will be arranged to facilitate social distancing prior to the start of the school year by the custodial and operational staff with support from teachers when needed.
- Staff may need to periodically support with cleaning surfaces and high-touch areas in classrooms.
- Students should avoid sharing supplies as much as possible, so they need designated spaces to keep their own supplies to reduce sharing.
- Student Storage Spaces & Cubbies
 - Depending on the grade band, students will be expected to keep their learning materials either at home or in their classroom.
 - Teachers should account for this space need as they build out their classroom in a socially distant manner.
 - Students should practice social distancing when accessing items in their storage cubes.

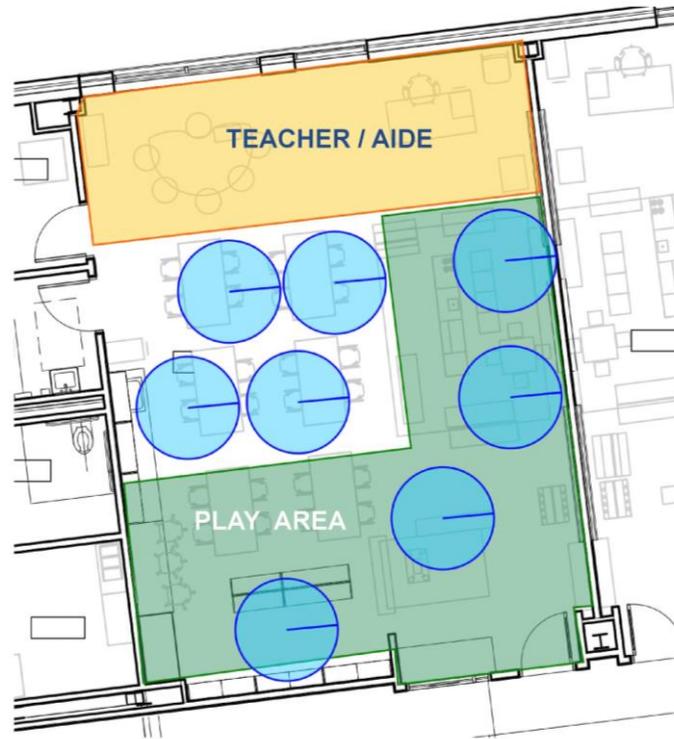
Example Diagrams of Various Classroom Arrangements Guidance

- In-Person Learning
 - PK3 Classroom (8 students – standard size room)
 - PK3 Classroom (8 students – small size room)
 - PK4-K Classroom (10 students – standard size room)
 - PK4-K Classroom (10 students – small size room)
 - MS/HS Classroom (11 students – standard size room)
- Diagrams of the Self-Contained SPED and Designated SPED Services classrooms are forthcoming.

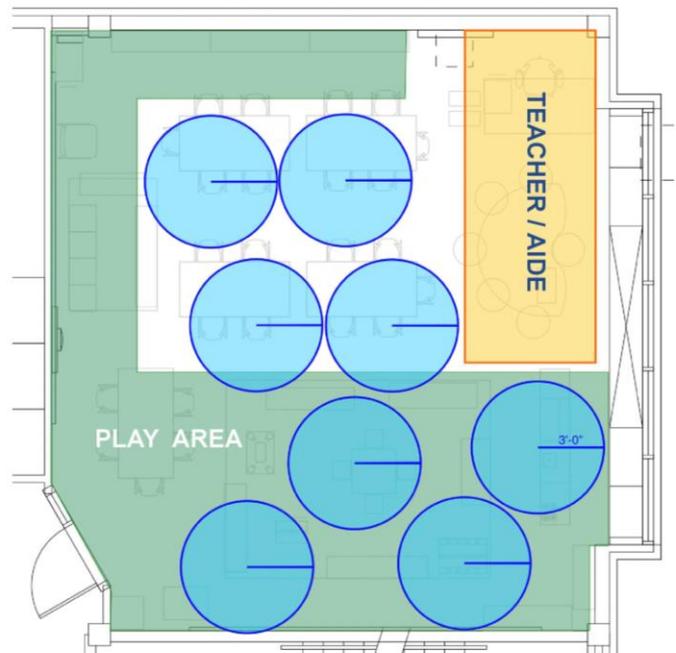
Key for Diagrams



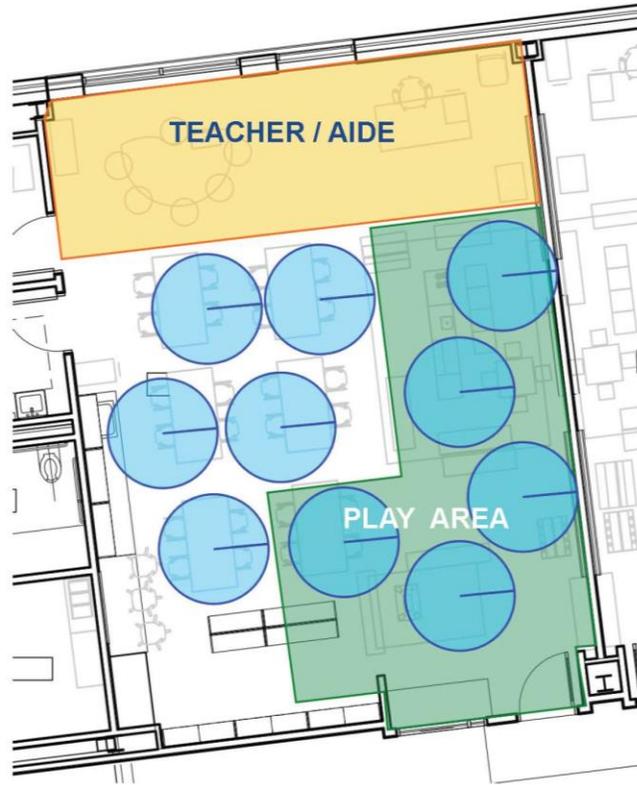
In-Person Learning PK3 Classroom (8 Students – Standard Size Room)



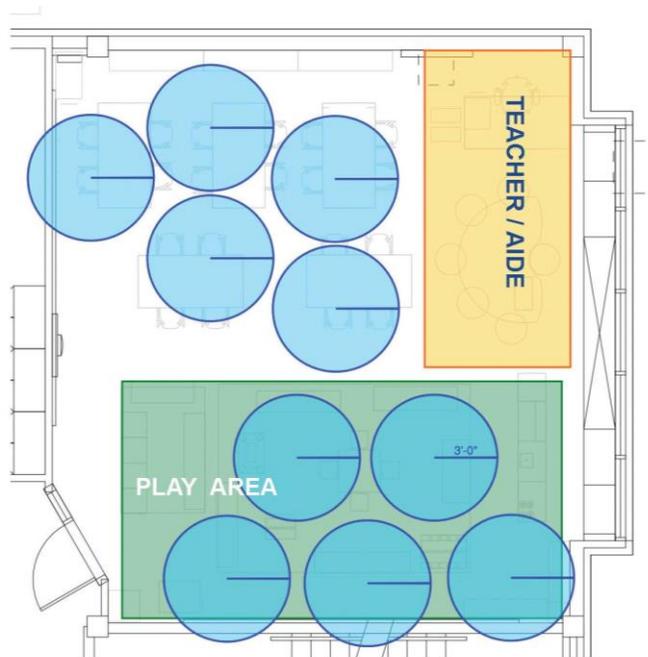
In-Person Learning PK3 Classroom (8 Students – Small Size Room)



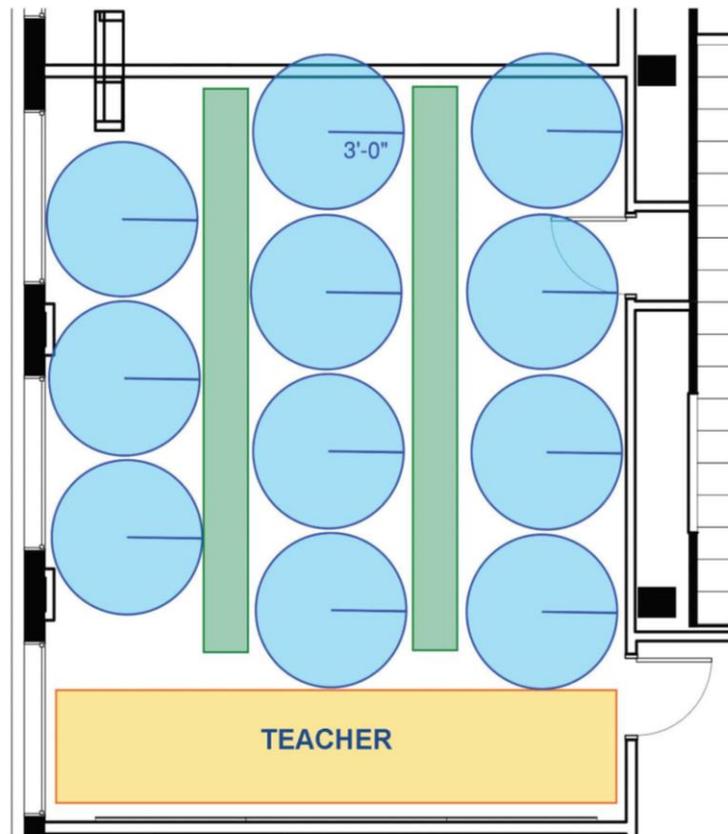
In-Person Learning PK4-K Classroom (10 Students – standard size room)



In-Person Learning PK4-K Classroom (10 students – small size room)



In-Person Learning MS/HS Classroom (11 students – standard size room)



Personalizing Student Spaces

While students are expected to learn while social distancing, schools can personalize each student’s space to familiarize the spaces and normalize the health and safety guidelines. Consider the following ideas:

- Post each student’s virtual schedule prominently on each space for the student and the facilitator to see;
- Allow students to create name tags, posters, or art work to display in their space;
- Allow students to bring in a photograph or poster from home;
- Coloring materials should be available for break times;
- Allow students to have a set of books for independent reading at their table for breaks;
- Provide fidget toys for each desk;
- Provide school supplies for each student as needed;
- Create a defined space behind, around, under each table or desk where students can stand, stretch, peer to peer interaction with social distancing, etc. on breaks; and
- Ensure students have a variety of writing utensils available (including, but not limited to, pencils, pens, colored pencils, markers, etc.).

CARE Classroom Arrangement

In preparing in-person and Student CARE (Canvas Academics and Real Engagement) learning spaces for technology use, please reference the setup guidelines outlined in this section to ensure a safe and productive learning environment. Unlike the in-person instruction classrooms, students will require access to a device and headset throughout the day in the Student CARE learning spaces.

Key Information

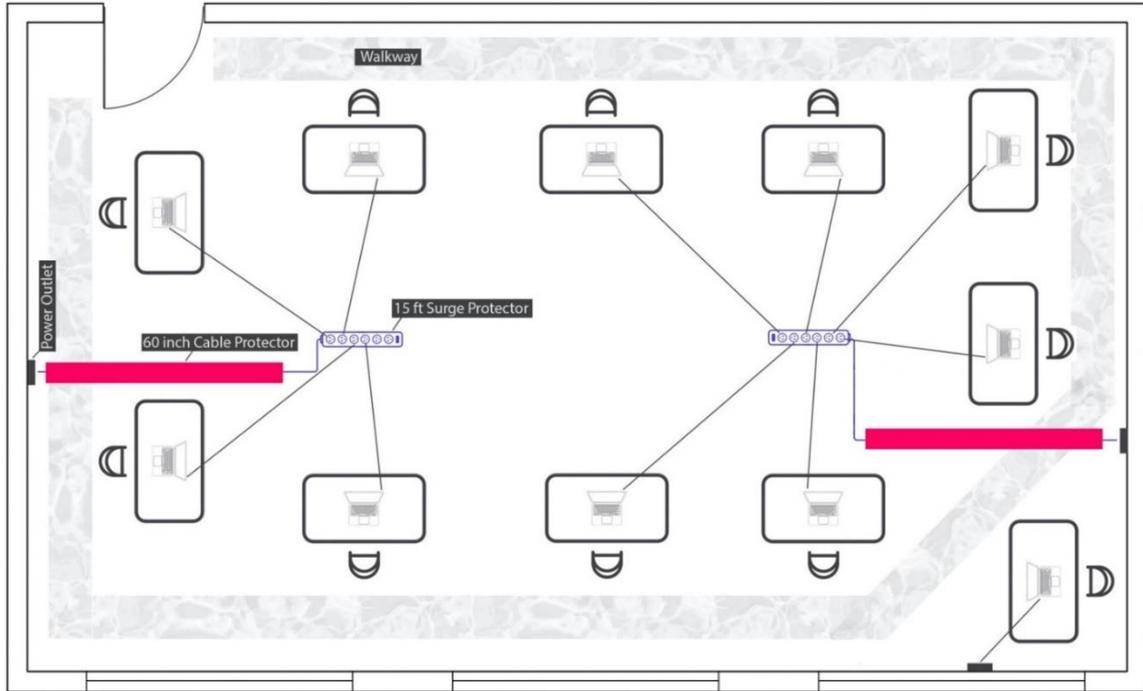
- In-person learning in general education settings will be limited to small group cohorts comprised of students and instructors and follow DC Health guidelines (no more than 12 individuals (staff and students) clustered in one room, with an additional staff member (13 total individuals) added to the group briefly), with smaller student cohorts in self-contained programming.
 - PK3 – 8 students
 - PK4-K – 10 students
 - 1st-12th – 11 students
- Students will learn in their classroom cohorts with teachers and staff pushing in when needed.
- Furniture must be arranged to facilitate social distancing (six feet of distance between desks and workstations). Additional signage can be used to create age-appropriate learning settings for students that encourage social distancing.
- Classrooms will be arranged to facilitate social distancing prior to the start of the school year by the custodial and operational staff with support from teachers when needed.
- Staff may need to periodically support with cleaning surfaces and high-touch areas in classrooms.
- Students should avoid sharing supplies as much as possible, so they need designated spaces to keep their own supplies to reduce sharing.
- Student Storage Spaces & Cubbies
 - Depending on the grade band, students will be expected to keep their learning materials either at home or in their classroom.
 - Teachers should account for this space need as they build out their classroom in a socially distant manner.
 - Students should practice social distancing when accessing items in their storage cubes.
- Technology Considerations for CARE Classrooms
 - Students must be assigned to a single desk/workstation and avoid switching as much as possible. If a student is moved to a different workstation, the device dedicated to the student must be moved with them.
 - Sufficient power must be provided to plug in and charge devices throughout the day as needed.
 - Student walkways must be kept clear of power cables as much as possible. To ensure students and staff safety, when a power cable (e.g. surge protector) is placed in a walkway, it must be covered using a low-profile cable protector to avoid tripping hazards.

1st-5th Grades – CARE Classroom Setup

Below is a recommended setup of K-5 classrooms for the Student CARE model. Please note that these are general guidelines, and the implementation should be adapted to each classroom's unique configuration and space available. At a minimum, desks should be spaced 6 feet apart, devices should be continuously plugged in, and power cables should be out of the way of student traffic.

- Step 1:** Determine the maximum capacity for each of your Student CARE learning spaces based on social distancing guidelines provided in this handbook. Learning spaces should not contain more than 11 student workstations in total for grades 1-5, 10 for grades PK4-K and eight (8) for grades PK3. **Important:** You must ensure at least 6 feet distance between each student workstation.
- Step 2:** Device battery life will vary based on age and condition, so devices should remain plugged in so student learning is not disrupted. When planning the room layout, take into consideration the need for devices to remain plugged in during class hours. Student devices may have charging cords that vary in length.
- Step 3:** Arrange student desks around the room and place a laptop/tablet on each desk. Connect each device's power/charging cable similar to the example layout below if possible.
- Step 4:** Locate wall power outlets on the opposite sides of the classroom and plug in the 15-ft surge protectors. Place the surge protector outlets in central locations in the classroom to ensure each 6-outlet surge proctor is able to support as many devices as possible. You may need more than 2 surge protectors in some spaces.
- Step 5:** Ensure sufficient space for a student walkway around the classroom. Mark these pathways with tape to guide students. Do not place loose power cables in walkways. Install the low-profile cable protectors over the surge protector power cables to prevent tripping hazards. Please see the sample walkway and placement of the cable protectors (red rectangles) in the sample layout diagram above.
- Step 6:** Label each device with a student's name and avoid sharing devices if possible. Place a headset on each student desk.
- Step 7:** Go through the School Technology Readiness Checklist below to ensure your learning space is ready for use.

Example Diagram – CARE Model Classroom Layout (1st-5th)



- **Please Note:** Learning spaces should not contain more than 11 student workstations in total for grades 1-5, 10 for grades PK4-K and eight (8) for grades PK3.





Personalizing Student Spaces in 1st-5th Grade CARE Classrooms

While students in the CARE model will be using devices throughout the day, schools can personalize each student’s space. Consider the following ideas:

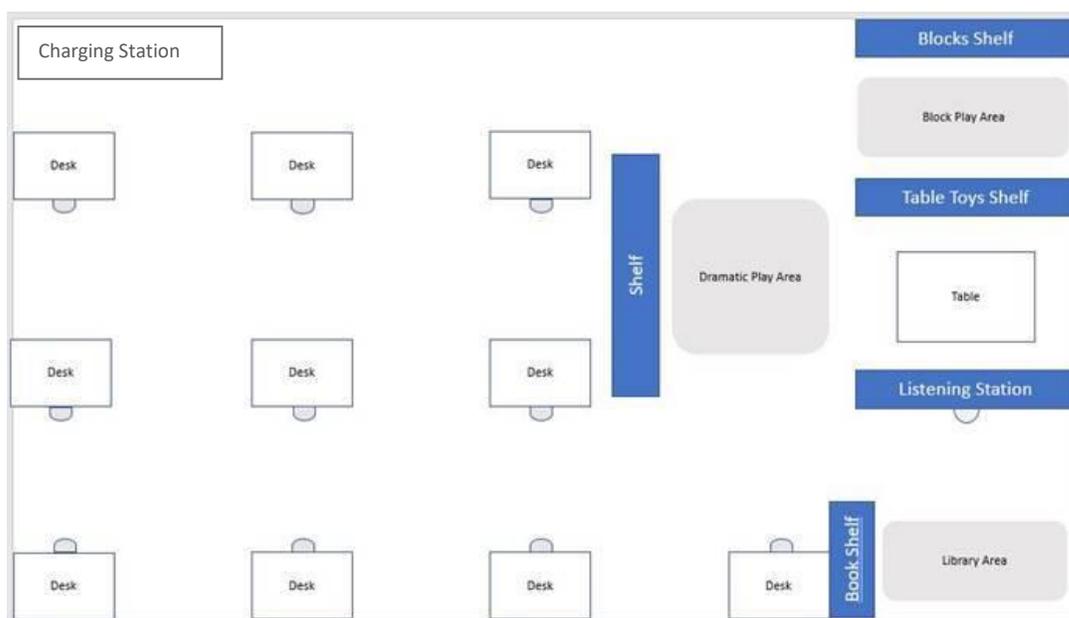
- Post each student’s virtual schedule prominently on each space for the student and the facilitator to see;
- Allow students to create name tags, posters, or art work to display in their space;
- Allow students to bring in a photograph or poster from home;
- Coloring materials should be available for break times;
- Allow students to have a set of books for independent reading at their table for breaks;
- Provide fidget toys for each desk;
- Provide school supplies for each student as needed;
- Create a defined space behind, around, under each table or desk where students can stand, stretch, peer to peer interaction with social distancing, etc. on breaks; and
- Ensure students have a variety of writing utensils available (including, but not limited to, pencils, pens, colored pencils, markers, etc.).

PK3, PK4 & K – CARE Classroom Setup

Because students in grades PK3 and PK4 will spend their time rotating between age appropriate non-virtual activities, the setup for classrooms will need to accommodate more materials than K-5 classrooms. Below are recommended setups of PK classrooms for the Student CARE model.

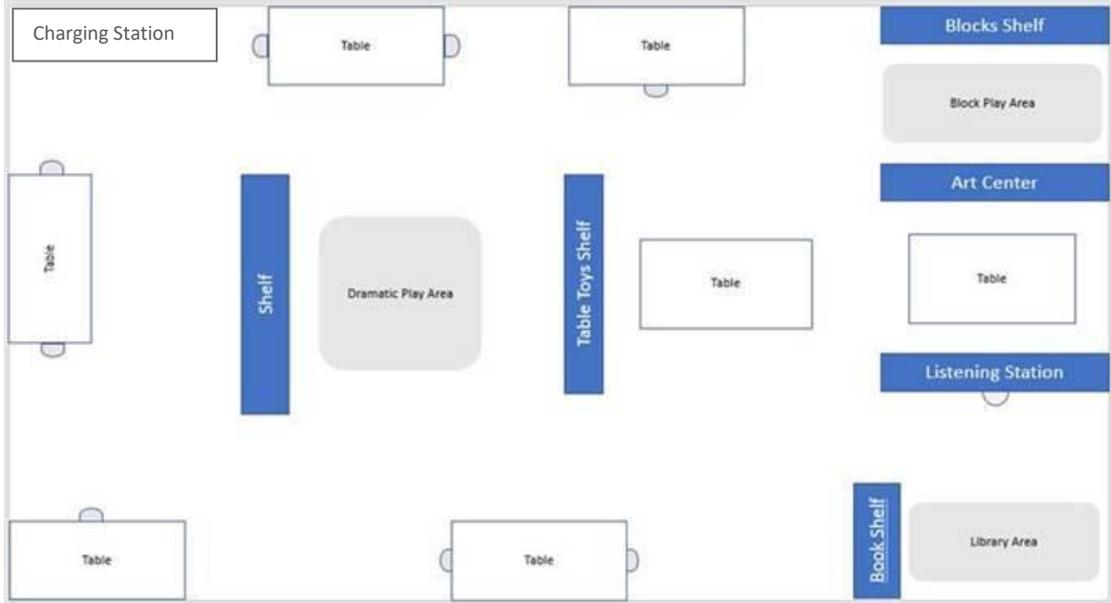
1. **Step 1:** Determine the maximum capacity for each of your PK Student CARE learning spaces based on social distancing guidelines provided in this handbook. Learning spaces should not contain more 10 students for PK4 and eight (8) for PK3. **Important:** You must ensure at least 6 feet distance between each student workstation.
2. **Step 2:** Setup desks for computer work in part of the room.
3. **Step 3:** Setup space for non-virtual activities including learning centers - a library area, a listening station, a block area, a “toys and games” table (puzzles, small manipulatives, etc.), a dramatic play area, in another part of the room.
4. **Step 4:** Setup a charging station using surge protectors in one to two parts of the room. Devices for PK3 and PK4 students will not be used continuously throughout the day and can be charged at one of these stations if the battery is running low.
5. **Step 5:** PK devices should be locked in a classroom or in a locked cart at the end of each day. Each day, there will be a routine to distribute devices to each PK classroom if they are stored in carts. At the end of each day, devices will be collected and loaded back into carts for charging overnight.

Example Diagram – PK4-K CARE Model Classroom Layout – Small Desks (10 Students)



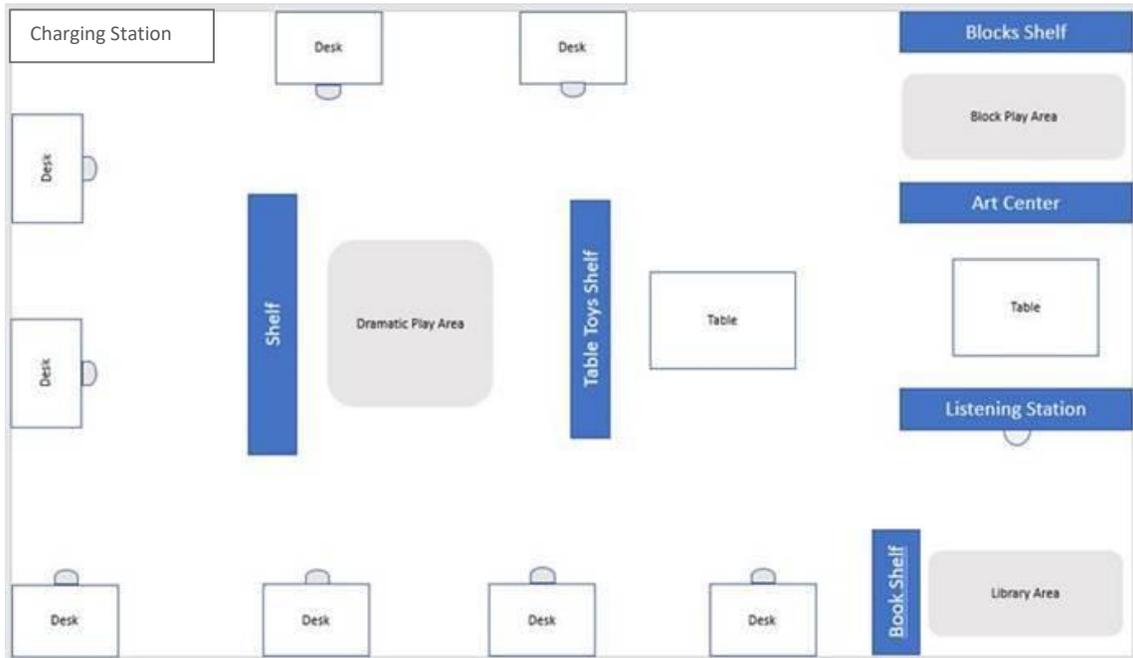
- **Please Note:** Learning spaces should not contain more than 10 workstations for grades PK4-K and eight (8) for grades PK3.

Example Diagram – PK3 CARE Model Classroom Layout – Tables (8 Students)



- **Please Note:** Learning spaces should not contain more than 10 workstations for grades PK4-K and eight (8) for grades PK3.

Example Diagram – PK3 CARE Model Classroom Layout – Small Desks (8 Students)



- **Please Note:** Learning spaces should not contain more than 10 workstations for grades PK4-K and eight (8) for grades PK3.

Personalizing Student Spaces in PK3, PK4 & K CARE Classrooms

While students in the CARE model will be using devices throughout the day, schools can personalize each student's space. Consider the following ideas:

- Post each student's virtual schedule prominently on each space for the student and the facilitator to easily see;
- Allow students to create name tags, posters, art work to display in their space;
- Allow students to bring in a photograph or poster from home;
- Students should have access to a limited number of Pre-K-appropriate classroom centers, such as a library / reading center, a block center, a toys and games center (puzzles, manipulatives, etc.), an art center, and a dramatic play center, during their breaks;
- Provide fidget toys for each desk;
- Provide school supplies for each student as needed; and
- Ensure students have a variety of writing utensils available (including, but not limited to, pencils, pens, colored pencils, markers, etc.).

HVAC Enhancements

To support school leaders, below is an overview of the HVAC evaluations and enhancements schools will undergo in preparation for a Term 2 reopening along with talking points and FAQs school leadership can use when communicating this information to their school staff, students, and families.

Background & Introduction

DC Public Schools (DCPS) is committed to reopening safely. Part of our reopening plan is ensuring school facilities are properly suited to welcome back students and staff based on a set of operational metrics that need to be addressed to ensure readiness. Stakeholders can view an overview of these metrics at: dcpsreopenstrong.com/health/buildings/.

HVAC and all other operational metrics will be reviewed by a site-based walkthrough team using a detailed Building Readiness Checklist prior to school opening. Each school's principal will receive written verification of planned HVAC enhancements in accordance with criteria outlined in the Checklist. In addition, DCPS is completing site-specific operational plans for each school in accordance with guidelines from DC Health, the Centers for Disease Control (CDC), and the Office of the State Superintendent of Education (OSSE). Each school's operational plan will be posted online.

In partnership with the Department of General Services (DGS), all DCPS facilities are undergoing a comprehensive HVAC assessment which will inform subsequent system modifications and enhancements. The work is being carried out by numerous HVAC contractors under the guidance and direction of a licensed professional engineer (PE) and in accordance with recommendations provided by the American Society of Heating and Air-Conditioning Engineers (ASHRAE). The lead engineer that developed the school-specific scope of work for the HVAC enhancements for DCPS is a nationally recognized expert and a member of Epidemic Task Force School Team at ASHRAE.

Healthy air quality is critical for the health of those who occupy a school building, and we are committed to making improvements across all DCPS facilities. DCPS will improve the air change rates and filtration provided by HVAC systems to reduce any airborne concentrations of COVID 19 and related transmission risks in our learning environments.

The actions we will take vary by system type to ensure their effectiveness. For all schools, we plan to increase the air change rates and filtration. The work will vary by system but will include modifications like increasing fresh air distribution through an existing Dedicated Outside Air System (DOAS) and installation of MERV-13/MERV-14 filters or placement High-Efficiency Particulate Air (HEPA) filters in high traffic areas and instructional spaces. In addition, no matter the system, all classrooms across the DCPS portfolio will receive a portable HEPA filter.

The primary focus of this effort is to analyze specific building systems to identify what systems can be addressed to improve indoor air quality in alignment with national recommendations. We are committed to performing enhancements and instituting best practices for indoor air quality improvement.

Specifics on HVAC Enhancements Underway

One of two paths will be taken for HVAC enhancements as determined by each school's current infrastructure:

- 1) For schools that receive outside air from **central HVAC systems**, we take the following steps:
 - Perform visual inspection of air distribution mechanisms in walls and ceilings.
 - Confirm registers and diffusers are not blocked or closed.
 - Evaluation of air handling equipment for proper operation.
 - Energize all HVAC systems and confirm proper indoor air temperature and humidity.
 - Disinfection and cleaning of air handling equipment.
 - Review equipment control sequences to verify systems are operating in accordance with issued guidance and maintaining required ventilation, temperature, and humidity conditions to occupied areas.
 - Integrate new sequences into existing controls to run systems before and after occupancy helping to flush zones, increasing filtration and dilution.
 - Expansion of central HVAC equipment monitoring for real-time system health checks and critical alarming.
 - When equipment parameters allow installation of higher rated air filters one to two weeks prior to re-opening.
 - Placement of a mobile HEPA filter in learning spaces (see below for more details).

- 2) Schools without central air systems will receive portable medical grade true **HEPA filters** to cover all instructional spaces and additional 10 units for other centralized and shared spaces such as lobbies and welcome centers, nurse suites, and the health isolation rooms. These are mobile units that will be placed in classrooms and run continuously to increase air changes in rooms and filter the air for. True HEPA filters are proven to filter particulates down to .3 microns at a 99.99% efficiency. The unit are rated and tested for spaces up to 1,000 sq. ft. All of the HEPA filter units are equipped with a UVC light kit to provide an additional level of protection.

As shown in the image below, the HEPA filters are designed to bring in air from the room and put it through a 3-step filtration process. First, the air goes through a preliminary filter to catch particulates, then through a UV light to treat and deactivate microorganisms and pathogens, then finally through the HEPA filter, which captures small particulates at a 99.99% efficiency. After the air has gone through those steps, it exits the unit as clean air. This process For more information on the units please find the product data sheet [here](#).



Plumbing

In addition to HVAC enhancements, domestic hot and cold-water systems will be fully flushed before a building reopens per DC Health guidelines. This will remove any metals (e.g. lead) that may have leached into the water and minimize the risk of Legionnaires’ disease and other diseases associated with water. Water closets, lavatories, faucets, and soap dispensers will be surveyed for proper operations.

The following steps are being taken prior to re-opening:

- Flush domestic hot and cold-water systems after confirming all valves are operational.
- Open all fixtures on branch of piping simultaneously for a period of not less than 5 minutes. Perform this flush for both hot and cold-water systems.
- Turn hot water heaters to a target of 150° F or higher for at least one hour. Return to normal temperature prior to flushing systems.
- If water discoloration is found after the flush, remove, clean, and sanitize faucet aerators.
- Check all lavatories and sinks for proper operations, document substandard conditions. Ensure soap dispensers are functional and supplied.
- Remove and sanitize all drinking fountain bubblers.
- Complete all work in accordance with ASHRAE Guideline 188.

FAQ: HVAC Enhancements

Do HEPA filters work and how do they compare to MERV filters?

Yes, HEPA filters are proven method of cleaning the air and are consistently used in hospital settings. HEPA filters filter small particulates at a higher efficiency than a MERV filter and both are included in the ASHRAE guidance.

What happens if my building’s system cannot accept a MERV 13 filter?

If your building’s HVAC evaluation determines that the current HVAC system is not able to accommodate a MERV 13 filter, additional work will be completed to retrofit the system to accommodate the increased

filtration. Portable HEPA filters will be provided while the work is ongoing. If it is determined that retrofits are not possible, the system will be upgraded to the highest-level filter possible and portable HEPA filters will be put in place throughout the building to achieve improved air quality.

Can we open windows as well? Our windows don't open, so can those work orders be expedited?

School by school guidance will be provided on when and if windows should be opened in each facility. For buildings where opening windows is recommended, DCPS and DGS will evaluate work orders to address known issues.

How will you monitor the air in the building?

All schools will receive indoor air quality (IAQ) sensors that monitor, in real time, particulate matter, temperature, carbon dioxide, volatile organic compounds, ozone, and carbon dioxide levels for measurement and verification purposes. While there is no air quality check for COVID-19, these monitors will help ensure that our systems are working properly and give us important information to help identify solutions if modifications are required.

How will schools be notified if a system stops working, and there isn't proper air filtration in the school?

In addition to the indoor air quality sensors, which will provide a significant amount of data to measure effectiveness, DCPS and DGS are building in the capability to monitor and adjust the HVAC systems remotely. It is likely that this work will continue into the school year, but it will be an important tool as we monitor the systems.

Will this HVAC work ensure that people in the building remain safe?

The HVAC work is part of our comprehensive plan to keep children and adults safe in our school buildings, but it is not the only solution. Other health and safety measures, like social distancing, mask wearing, cohorting, and hygiene measures all contribute to a healthy environment.

How do I know what system my building has and how will I know what work has been done?

A school level summary will be posted and shared with school communities in the coming weeks after all HVAC evaluations have been reviewed by the professional engineer.

By when should I expect these updates to be made?

Work will be continuing through October and into early November at some elementary schools. If there are system challenges that cannot be addressed by November 9th, additional portable HEPA filters will be installed.

For additional information on HVAC enhancements for school preparedness, please see [here](#).

Personal Protective Equipment (PPE)

The safety of our students and staff is of the utmost importance. DCPS is collaborating with city partners to provide personal protective equipment (PPE) to students and staff in accordance with DC Health guidelines.

Key Information

- Staff will be required to wear face coverings or masks at all times.
- All students are required to wear face coverings or masks, unless there are unique circumstances that apply, in alignment with DC Health and OSSE guidelines.
 - Some students may have medical contraindications for wearing face coverings or masks. They cannot be worn by anyone who has trouble breathing, or anyone that is unconscious or unable to remove the face covering or mask without assistance. Face coverings or masks cannot be worn during naptime, and staff cannot require them for children younger than two years of age. Should students experience challenges, staff will work to address them on a case by case basis to maintain the health and safety of our students and staff.
- As part of the daily arrival process, staff and students will be provided with a non-surgical face mask for each in-person learning day. Weekly, staff will be provided with a reusable face shield (one- week product lifespan) for in-person learning. PPE distribution guidelines and specifications are provided in the relevant procedural sections which follow.
- Face coverings and masks may be removed when eating meals or drinking beverages.
- Students and staff may bring their own face covering or mask, but they must ensure they are cleaning their face coverings consistently as directed by health guidelines if they are reusable or disposing of non-reusable face masks daily as directed by health guidelines if they are non-reusable.

Staff

Enhanced PPE will be provided for staff members whose roles increase the likelihood of being in closer or more frequent proximity to other staff and students such as principals and school leadership, specialized program staff (e.g. early childhood education, specialized instruction), itinerant staff, related service providers, and behavioral support staff/security. Enhanced PPE includes gloves, face shields, medical gowns, shoe covers, and utility aprons.

Clear communicator masks will be provided for staff who identify as or who regularly work with students identified as being deaf or hard of hearing, or who require clear speech or lip-reading to access instruction.

Pursuant to the DCPS Return to In-Person Work Guidelines, employees who do not comply with the directives will be subject to progressive discipline. See Appendix *DCPS Return to In-Person Work Guidelines*.

Students

Clear communicator masks will be provided for students identified as deaf or hard of hearing, or who require clear speech or lip-reading to access instruction.

Child masks will be provided for younger students for whom standard masks may be too large.

Students will be required to wear face coverings or masks while in school and on their travel to and from school if using public transportation. As noted above, it may be challenging for some students to wear face coverings due to sensory impairments or developmental delays, such as hearing or vision. For example, older students and adolescents may have less difficulty wearing a face covering or mask compared to younger students, and students with sensory processing challenges may also have trouble.

DCPS Central Office is developing an adapted behavior policy for students who have difficulty consistently following social distancing and/or PPE guidelines and struggle with new behavioral expectations. Central Office teams are also collaborating on how to reinforce health messaging in thoughtful and creative ways that help students understand the importance of social distancing and PPE guidelines during this unprecedented time. Further guidance is forthcoming.

Families, Guardians, and Visitors

Guardians are expected to wear face coverings or masks for student drop-off and pick-up. Visitors to the school will be strictly limited, and any essential visitor is required to wear a face covering or mask on the school grounds and inside the school buildings.

Mask Guidelines

There are instances when face coverings or masks do not need to be or should not be worn. These include:

- Use by anyone who is having trouble breathing, or anyone unconscious or unable to remove the mask without assistance
- Naptime for ECE and younger elementary grade students
- When engaged in activities in which there is risk of burn or injury from the use of a face covering- such as chemistry labs with open flame
- When participating in physical activity (e.g. recess) outdoors, so long as social distancing of at least 6 feet is feasible. When outdoors but not participating in physical activity, face coverings should continue to be worn.

See Appendix *CDC Face Coverings Guidance* and *Guidance on Masks and Other Face Coverings for the General Public* for more guidance from CDC and DC Health.

PPE Supplies

Central Office will procure these items for schools to ensure PPE is available at all schools:

- Non-surgical masks
- Communicator masks
- Child masks

- Gloves
- Medical gowns
- Shoe covers
- Face shields
- Teacher utility apron

Cleaning Procedures

Consistent and thorough cleaning procedures with safe supplies on a timely schedule are essential to ensuring that DCPS students and staff are safe once school buildings reopen.

Key Information

- Schools will receive daily enhanced cleaning by the custodial staff.
- DCPS will follow DC Health’s deep cleaning guidelines should individuals in a building test positive for COVID-19. See Appendix *CDC Cleaning Guidance* and *OCA Cleaning Guidance*.
- Teachers and school staff may need to support custodial staff in cleaning high-touch surfaces or areas, shared materials or supplies, and after meals.

Supplies

Custodial staff and contractors will use CDC-recommended products with United States Environmental Protective Agency (EPA) approved emerging viral pathogens claims. DCPS will follow the manufacturer’s instructions for all cleaning and disinfection products (e.g., concentration, application method and contact time, etc.).

DCPS Central Office will support schools by providing the following supplies:

- Additional cleaning and disinfecting supplies
- Additional trash bags
- Additional trash cans
- Additional gloves
- Power washers and soap for cleaning playgrounds and outdoor structures (as needed)

Cleaning Standards

In addition to current cleaning activities routinely carried out in schools, DCPS will follow the enhanced and deep cleaning and disinfection guidelines outlined by the DC Office of the City Administrator (OCA). See Appendix *CDC Cleaning Guidance* and *OCA Cleaning Guidance* for additional information.

Custodial staff will be directed to adopt the following general practices:

- Staff will wear disposable gloves when cleaning and disinfecting surfaces. Gloves should be discarded after each cleaning. If reusable gloves are used, those gloves should be dedicated for cleaning and disinfection of surfaces and should not be used for other purposes. Consult the manufacturer’s instructions for cleaning and disinfection products and the use of gloves. Wash hands immediately after gloves are removed.
- Areas should remain well ventilated while cleaning and disinfecting.
- If surfaces are visibly dirty, they should be cleaned using a detergent or soap and water prior to disinfection.
- After cleaning is performed, staff will perform a disinfection of each cleaned surface, such as using a disinfectant spray.
- For disinfection, staff will refer to the list of CDC-recommended chemicals.

Enhanced Cleaning will be the daily standard cleaning routines custodial staff complete with particular focus on all frequently touched surfaces in common areas and restrooms, including but not limited to doorknobs and push/pulls, light switches, elevator buttons, tables, sink faucets, toilets, chairs, and any other common area hard surfaces. Restrooms will be cleaned throughout the day depending on custodial staff workload and availability.

Deep Cleaning will continue to occur during scheduled school breaks and as needed, per DC Health guidance, related to any COVID-19 exposure. All vertical and horizontal surfaces in the school building in addition to the practices outlined above, using additional dedicated time to thoroughly clean all surfaces students and staff may encounter inside the school building.

Shared Learning Materials will be cleaned by school staff, potentially instructional staff, between student use if individual materials cannot be provided to students. For classrooms and grade levels that have a high number of manipulatives and reusable materials, additional cleaning supplies will be provided as needed to support this process.

Technology and Devices will be disinfected before they are returned to cars or storage. School staff must shut down devices before cleaning, disinfect with alcohol-based wipes or sprays containing 70% alcohol, and follow CDC guidelines manufacturer’s recommendations and warning label for cleaning specific devices.

Breakfast, Lunch, and Snack Time cleaning will need support from staff, particularly instructional, throughout the school day to ensure classrooms are kept clean to prevent vermin or pest issues.

Playgrounds and Outdoor Structures will be cleaned every other day per CDC guidelines using power washers and soap. DCPS Central Office will provide both supplies.

School Operations

Core Operations Team

For school buildings to remain open during a virtual-only model of learning, a Core Operations Team will ensure school buildings are functional and being managed safely. This section outlines who can serve as a member of the Core Operations Team and how these teams need to operate during a period of virtual-only learning.

Key Information

- Each school will have a baseline Core Operations Team (COT) that will be comprised of leadership or operations designee, security, and custodial staff members.
- School leaders must develop a preset schedule for when the CSOT will be in school buildings.
- All guidelines in the **Staff Health & Safety** chapter of this Handbook must be followed.

Guidance on Core Operations Team (COT) Roles & Responsibilities

Core Operations Teams (COTs) will be comprised of three types of roles. Each school will have to list a first, second, and third point of contact (POC) for each role in the school plan template. The roles are:

Leadership or Operations POCs –

This role will oversee school use and functions while open for students and/or staff use such as operations, student and community services, distribution and inventory management, and general oversight of school site. For schools which have registrars who are willing to come in-person to school to pick up enrollment packets, registrars must be one of the listed POCs in the school plan template and must be assigned at least one in-person day per week.

Security POCs –

This role will provide security to school site when students are on premises to ensure safety. Security does not need to be scheduled if only staff are present in school facilities.

Custodial POCs –

This role maintains cleaning standards and procedures to ensure that health and safety guidelines are followed. Custodial POCs will oversee general building maintenance issues and site preparation. They will support classroom reconfiguration. The Foreman/RW5 will open and close buildings daily.

Custodians will be present every day (M-F) through September 30, 2020. After September 30, custodians working in schools that are not hosting daily activity should report to their school 3 times per week (M/W/F) to conduct building walk throughs and support logistics activities (e.g. mail delivery). Custodians in non-operating facilities may be detailed to meal sites to support. Custodians are to check their email daily to see if their support is needed at other sites.

Daily Student, Staff, or Community Activity Sites – Core Operations Team Requirements

Custodial and Security teams are expected to support school sites that have active building uses, including meal services, childcare, school-based health centers, sites hosting teachers/staff for virtual instruction, and cooling centers. As a result, custodial and security staffing must be present consistently. School leadership, or their designee will need to be present for select activities.

Below are staff expectations-

Team	Meal Sites	In-Person Learning (Student Support Centers)	Child Care Sites	School-Based Health Centers	Schools Hosting Teachers to teach Virtually from Building
Leadership or Operations POC	Not Required	Required daily when students present	Not Required	Not Required	Required daily when teachers/staff present
Custodial Employees	Required daily (2/site) Foreman/RW5 must open/close	Required daily (2/site) Foreman/RW5 must open/close	Required daily (2/site) Foreman/RW5 must open/close	Required daily (2-3/site) Foreman/RW5 must open/close	Required daily (number varies) Foreman/RW5 Must Open/close
Security Employees	Required daily (2/site)	Required daily (1-2/site)	Required daily (1-2/site)	Required daily (2-3/site)	Required daily (1/site)

Intermittent Activity Sites – Core Operations Team Staff Requirements

Schools not routinely operating for consistent student, staff or community services will need to remain flexible to open for intermittent activities as scheduled (e.g. technology distribution, materials distribution, enrollment support). OCOO and relevant content teams will activate the Core School Operations Teams as needed with at least 24 hours of notice.

Term 1 – Overview of School Building Use – Student, Staff & Community Services

Virtual-only learning in SY20-21 will require DCPS to provide students and the school community additional supports and services in addition to meal sites and supplies distribution. This section outlines what other purposes school buildings will be used for, how that will be centrally tracked, and supports schools will have in this work.

In addition, DC Government may request to use school buildings for broader community purposes and needs, such as childcare sites for essential government workers. With the prolonged COVID-19 pandemic, these needs from the government may change and expand. This section also provides overall guidance on how to manage these requests and additional services.

Key Information

- Both DCPS and the DC Government will need school sites to provide certain student and community services during virtual learning.
- Schools will serve as sites for meal services, childcare, school-based health centers, and cooling centers.
- Other in-person student services and programs in support of high-need student populations will also be provided such as evaluations and student support centers.
- Building use requests not outlined in this document should be directed to your Instructional Superintendent for approval.
- Term 2 guidance for school building use is forthcoming.

Permitted Building Use during Virtual Learning Model

The below activities are *permitted* during the virtual learning timeframe:

Building Use	Details	Relevant Guidance Section
Student Support Centers	DCPS will be opening Student Support Centers at select schools based on program proposals submitted by school leaders or partners with school leader approval that will provide various supports and services to students ranging from custodial care to outdoor PE.	<ul style="list-style-type: none"> • Student Services, Health & Safety
Career and Technical Education Class Access	Buildings will be opened for CTE classes that must be completed in-person for students to achieve a certification. Program-specific evaluation is ongoing and additional guidance is forthcoming.	<ul style="list-style-type: none"> • Student Services, Health and Safety
Evaluations (Early)	Evaluations will be virtual except for unique circumstances	<ul style="list-style-type: none"> • Student Services,

Stages, LAD, and IEP cases)	where they must be held in-person. In those cases, LAD can use the MacFarland site, Early Stages will have two designated spaces in two schools (TBD), and IEP evaluations will be conducted at the student’s school on a case by case basis.	Health & Safety
Standardized Testing	For students who need a consistent, quiet test-taking environment that they cannot find at home, on select days for select students, in-person standardized testing will be made available.	<ul style="list-style-type: none"> • Student Services, Health & Safety
Meal Services	DCPS will continue to provide breakfast and lunch to students from select schools throughout the District. DCPS Food and Nutrition Survives will reach out to school leadership should they decide to expand to additional school meal sites.	<ul style="list-style-type: none"> • Term 1 – Meal Sites & Services
Enrollment	In collaboration with the Strategic School Planning and Enrollment (SSPE) team, DCPS will organize registration and enrollment activities at select school buildings. Staff can volunteer to support in-person registration.	<ul style="list-style-type: none"> • Specific Building Uses – Additional Guidance
Teacher access to DCPS facilities to conduct virtual instruction	This will be allowed if certain thresholds are met; exact guidance and thresholds by school (minimum & maximum) were provided to schools. Teachers will not be permitted to bring their own children with them to DCPS facilities.	<ul style="list-style-type: none"> • Specific Building Uses – Additional Guidance
Staff and student belonging, medicine, and materials pick-up	<p>Staff and students will be allowed to return to the school building to collect personal belongings and supplies as necessary. Staff should not use this time for room set up.</p> <p>This activity is allowed if visits are scheduled and coordinated with school leadership to ensure social distancing is enforced. School leaders should set a schedule for material pick-up for staff before the first day of school – and a different schedule, as needed, for once the school year starts (e.g. leverage Wednesdays).</p>	<ul style="list-style-type: none"> • Staff Health & Safety • Student Services, Health & Safety
Technology Distribution	DCPS will continue to support device distribution in collaboration with the Office of Data Systems & Strategy (ODSS).	<ul style="list-style-type: none"> • Term 1 – Technology
Non-Technology Distribution – Instructional	DCPS will continue to support distribution of virtual learning materials. Additional guidance and schedules are forthcoming.	<ul style="list-style-type: none"> • Distribution at Schools

Materials, ECE, etc.		
Childcare Providers	<p>DCPS will continue to allow OSSE and DCPS Early Childhood approved childcare providers to operate child development centers in our schools.</p> <ul style="list-style-type: none"> • COVID operational considerations will be outlined in childcare providers MOUs. 	<ul style="list-style-type: none"> • Student Services, Health & Safety
Outside Partners (CBOs) & Building Use Agreement Requests	<p>Only DCPS partners that have been cleared by the School Partnership team and/or OTL Out of School Time Program team (OSTP) will be permitted to use buildings. All approved partners will be providing services that are free of charge to families and in accordance with DC Health and DCPS health and safety requirements. DCPS is in the process of assessing partner interest in supporting programming for students farthest from opportunity and will facilitate matches between partners and schools.</p>	<ul style="list-style-type: none"> • Schoolwide Health & Safety Supports • Student Services, Health & Safety
School-Based Health Centers (SBHCs)	<p>DCPS will continue to allow SBHCs to operate in seven of our school buildings to support immunization efforts. Included schools: Anacostia HS, Ballou HS, Cardozo EC, Coolidge HS, Dunbar HS, Roosevelt HS, Woodson HS.</p>	<ul style="list-style-type: none"> • N/A
Field and Playgrounds	<p>In accordance with Phase II of the DC Reopen plan, playgrounds and fields are open for use.</p>	<ul style="list-style-type: none"> • Cleaning Procedures
Garden Access	<p>Gardens that can be accessed without special building entry may be accessed; however, special building access to maintain gardens will not be provided or allowed.</p>	<ul style="list-style-type: none"> • N/A

Unpermitted Building Use during Virtual Learning Model

The below activities will ***not be permitted*** in schools through the duration of virtual learning:

Building Use	Details
In-person teacher observations inside/outside the school building.	This will not be allowed as long as teachers are teaching virtually. Principals should not plan to observe teachers in a school setting, inside or outside.
School tours and events	These are not allowable activities. This includes family and student tours, staff events, and other similar in-building activities.
Outdoor learning	This will not be allowed; schools cannot sponsor or support this type of learning.

activities with family developed “pods”	Any outdoor learning activities will be included in a broader in-person learning plan developed by Central Office.
School or community-initiated daycare or learning centers	This will not be allowed. Only OSSE and DCPS Early Childhood approved centers are permitted to operate in DCPS facilities.
Athletic Team Facility Use	This will not be allowed. Athletic team training activities will not be permitted at DCPS facilities.
Outside Partners (CBOs) & Building Use Agreement Requests	If the partner is an approved partner through OSIS or OTL, please see above table. DCPS is not opening its buildings for use to non-approved partners or CBOs.

Pending Building Use Decisions

No announcements on the below activities should be shared with school-based staff or school communities at this time. DCPS is collaborating with DC Health and OSSE to make final decisions on these building uses. Final determinations will be shared with Principals in the coming weeks.

Building Use	Details
Athletics	Leadership is currently considering a proposal to open athletics spaces for student athletes to train during pre-season. Decision pending.

Student Field Trips

DCPS- sponsored student travel, student field trips, and work-related travel for staff will not be permitted while the District remains in Phase 2 of reopening. This determination will be re-evaluated pending the city’s progression to Phases 3 and 4. In addition, DC government discourages non-essential travel outside of the National Capitol Region as travel increases risk of infection and spreading COVID-19.

Visitor Management

We want our schools to continue to be a welcoming space. As we return to school this fall, our visitor process will be modified to support student and staff safety.

Non-essential visitors will not be allowed; essential visitors will be required to schedule a visit in advance.

Key Information

- Whenever possible, meetings should be moved to a virtual platform. If an in-person meeting is essential, all visitors must make an appointment at least 24 hours in advance.
- Visitors without an appointment should only be permitted entry with the approval of school administration.
- All visitors will be required to complete the OSSE “Ask, Ask, Look” protocol prior to entry, have their temperature taken, wear a face covering at all times on the school grounds and inside the school building, and adhere to social distancing guidelines should be followed.

Process Overview

Each school will develop a visitor management system. The goal of visitor management is to ensure community health and safety, minimize the number of visitors, and track who has visited the school.

Appointments

A suggested visitor management system is outlined below:

- Designate staff member(s) to accept calls and emails for appointment requests
 - Appointments should be made a minimum of one day in advance
 - A daily visitor schedule should be printed and provided to security guard daily
- Upon arrival, the visitor will complete the OSSE “Ask, Ask, Look” protocol, be asked to use hand sanitizer, and be required to have a face covering or mask on prior to entry.
- Security guard will ensure the visitor has an appointment
 - If the visitor has an appointment, the security guard will either direct visitor to front office or to proceed to their pre-assigned workspace based on their role
 - If visitor does not have an appointment, the security guard will contact school administration for permission. If access not permitted, the visitor will be asked to make an appointment.

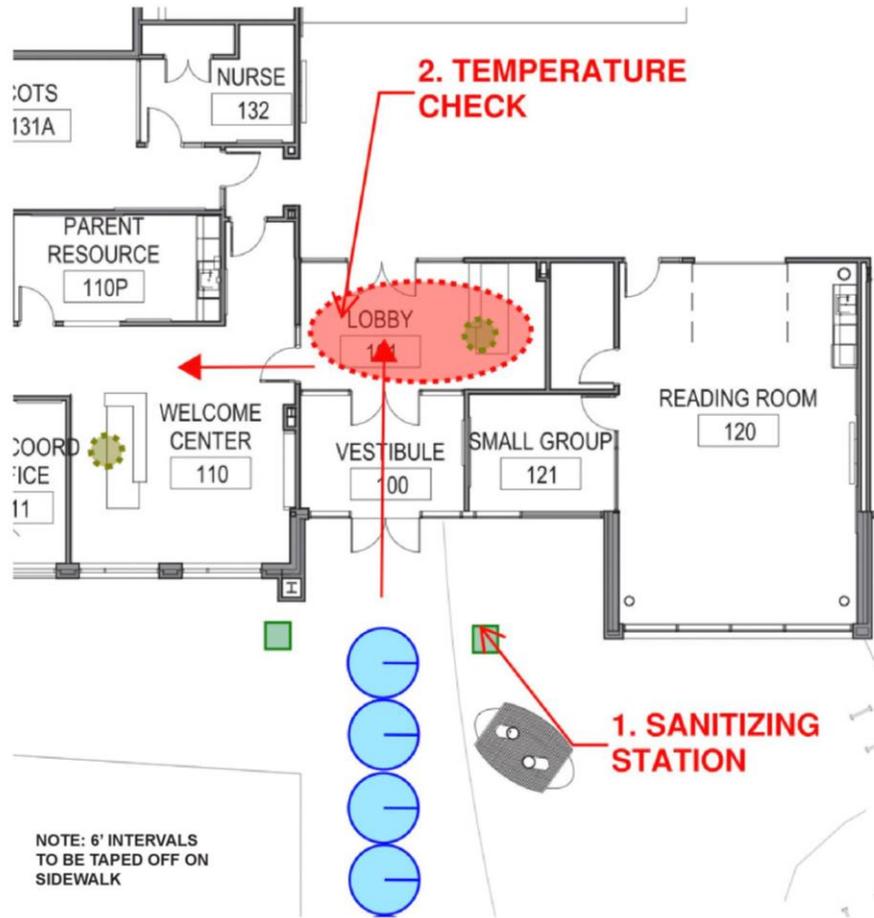
Supply Needs

Central Office will procure these items for schools to ensure visitors follow the health guidelines:

- Hand sanitizer stations & refills
- Walkie talkies
- Thermometers
- Non-surgical masks
- Disinfectant wipes
- Gloves

Example Diagram – Visitor Arrival

The steps listed above are noted below using the diagram to explain visually how the visitor arrival process could potentially occur.



KEY

● 6' Circle (Student)

● Location of Staff

→ Path of Travel

Supplies & Inventory Management

During a virtual learning model, schools may have a small number of staff and students coming in, sites may be used for other student and community services (e.g. meal services), and technology and materials distribution will have to be overseen. Supplies in several categories ranging from academic to PPE are needed for these functions.

In alignment with that, procurement, distribution, and inventory management guidance will in this section will outline what schools need to plan and prepare for in a virtual-only model.

Key Information

- Schools are responsible for procuring their own standard cleaning and school maintenance supplies.
- OCOO in Central Office will support schools by procuring additional supplies related to COVID-19.
- DCPS Procurement and Warehouse teams are coordinating to ensure timely acquisition and distribution of critical materials and supplies.
- Leadership or Operations POC in Core School Operations Team is responsible for overseeing this work with the support of the CSOT.
- This guidance will bridge the Warehouse team’s work of overseeing requests for supplies and the SSO team’s work of developing and implementing a school-level inventory management system so that schools have a cohesive, sequential understanding of how these two processes align.
- SSO Specialists will support schools with this work and will serve as the point of contact for schools for any questions or inquiries. **Please do not contact the Warehouse team directly.** Contact your SSO specialist with questions or concerns.
- Schools must update the Inventory Management Spreadsheet every Wednesday.

Supplies – Central Office & School-Level

Schools are responsible for procuring standard cleaning and building maintenance supplies as they do every year (e.g. supplies for day to day cleaning supplies, gloves, wipes, soap, trash bags, paper towels, and floor stripper/wax).

OCOO in Central Office will support schools by procuring additional COVID-19 supplies outlines in the table below for student and staff health and safety.

For additional questions on which items should be procured at the school level, please contact your Strategic School Operations (SSO) Specialist.

OCOO Procurement of COVID-19 Supplies	
<ul style="list-style-type: none"> • Hand sanitizer stations and refills • Walkie talkies 	<ul style="list-style-type: none"> • Social distancing materials (e.g. tape, floor disks, stanchions, cones,

<ul style="list-style-type: none"> • Non-surgical masks • Communicator masks • Child masks • Disinfectant wipes • Thermometers • Gloves • Health and hygiene signage • Tents • Clear screen separators (for the Health Isolation Room) 	<ul style="list-style-type: none"> • barricade roles, plexiglass dividers, door jambs) • Water coolers & refills (5-gallon) • Water cups • Water bottles • Water pitchers • Trash bags • Meal carts • Thermal meal bags
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OCOO COVID-19 Supplies – Phases of Supply Request Protocol & Inventory Management System

Please see the supply request protocol and inventory management process and required steps below:

- 1) **Warehouse Receives Notice from School** – Leadership or Operations POC submits supplies requests through the Warehouse Quickbase app. The Warehouse team receives and processes the requests based on their internal protocols and Warehouse-level inventory availability.
- 2) **Warehouse Delivers to School** – Warehouse team delivers to schools on Mondays, Wednesdays, and Fridays and will deliver requested supplies to schools based on their District-wide schedule.
- 3) **School Receives Delivery** – Leadership or Operations POC or Custodial POC must be present to receive the delivered supplies from Warehouse team.
- 4) **School Appropriately Stores and Secures Supplies** – Leadership or Operations POC oversees the storage and tracking of the delivered supplies. Supplies must be secured in a safe and environmentally appropriate space to prevent damage.
- 5) **School Submits Quantities Requested and Received in Inventory Management Spreadsheet** – Leadership or Operations POC updates the Inventory Management Spreadsheet at least every Wednesday, or more frequently, with what quantities of supplies they requested and what quantities they received from the Warehouse delivery. SSO Specialists will be monitoring to ensure schools are following protocol and are adequately supported.
- 6) **School Develops and Implements Plan to Distribute to Students and Staff** – Depending on the materials that need to be distributed at each school site, Leadership and Operations POC need to develop a plan to distribute materials and oversee the process, including any school staff coordination needed.
- 7) **School Submits Quantities Distributed in Inventory Management Spreadsheet** – Based on the distributed materials, Leadership and Operations POC must update the Inventory Management Spreadsheet at least every Wednesday or more frequently with the quantities distributed so that

the quantities needed can be accurately calculated for future supplies requests. SSO Specialists will be monitoring these inputs.

- 8) **School Requests Replenishment of Supplies in Warehouse QuickBase App** – Leadership or Operations POC must submit supplies requests for replenishment based on the quantities they requested, received, and distributed.

Protocol for Emergency Needs

Please work with your Operations Specialist to problem solve and request emergency assistance as needed. Please note, your Operations Specialist will be monitoring your Inventory Management Spreadsheet and will be able to view when supplies are low. Schools need to frequently and consistently update the Inventory Management Spreadsheet so that SSO Specialists have the most up-to-date information. Schools must request emergency supplies **72 hours in advance** because with the use of the Inventory Management Spreadsheet, schools should be able to predict in advance what they need and when they need it.

Supplies Delivery Timeline & Quantities for Term 2 Building Readiness

This section outlines the operational supplies and materials Elementary Schools and Education Campuses will receive in advance of November 9 as these schools prepare in-person student instruction and CARE classrooms.

Key Considerations

- Schools already have several PPE items on hand, the below outlines additional materials that will be provided to schools in the noted timeframes.
- DCPS is establishing a replenishment schedule based on individual school usage.
 - For this first delivery, DCPS has modeled the numbers off of a November 9 start date for the in-person instruction classrooms and corresponding staff counts.
 - Additional deliveries will be provided in the coming weeks tailored to specific school enrollment for in-person instruction and CARE classrooms.
- Anticipated delivery dates are subject to change, any significant delays will be communicated by your SSO team member.

PERSONAL PROTECTIVE EQUIPMENT (PPE)			
Item	Details	Quantity	Anticipated Delivery Date
Adult size non-surgical face masks	Frequency: 1/person/day Intended Use: For students in grades 3-12, staff, visitors	Sufficient for 1 month	By October 23
Child size non-surgical face masks	Frequency: 1/person/day Intended Use: For students in grades PK3- 2	Sufficient for 1 month	By October 23
Communicator masks	Frequency: 1/person/day Intended Use: For students and staff who are deaf or hard of hearing and visual window is required for communication	Sufficient for 1 month	By October 23
Face shields	Frequency: 1/person/week* *Face shields are non-medical face shields, they	Sufficient for 1 month	By October 23

	<i>will be sanitized daily by staff.</i> Intended Use: For all school-based staff & itinerant staff		
Medical gowns	Frequency: As needed Intended Use: Staff in Special Education Self-Contained Classrooms, Related Service Providers (RSPs), Staff overseeing Health Isolation room, and staff changing diapers.	Sufficient for 1 month	By October 23
Gloves	Frequency: As needed Intended Use: Custodial teams, Staff in Special Education Self-Contained Classrooms, Related Service Providers (RSPs), Staff overseeing Health Isolation room, and staff changing diapers.	Sufficient for 1 month	By October 23

SANITIZER & EXTRA CLEANING SUPPLIES

Item	Details	Quantity	Anticipated delivery date
Hand Sanitizer	For placement in classrooms and other shared spaces <i>*Each school also received sanitizer shipment on 10/6, this is in addition to that delivery. Additional will be provided over course of next 3 weeks.</i>	11 gallons*	By October 23
Disinfectant (1 gallon)	For enhanced cleaning by custodial teams	6 (this is in addition to school level ordering)	By October 23
Disinfecting wipes	For use in classrooms and other shared spaces by instructional staff, classroom staff, etc.	Sufficient for 1 month	By October 30
Hand sanitizer wall mounts (these come with chargers)	To be placed in hallways and shared spaces	5	By October 23
Hand sanitizer wall mount refills	To refill wall mounts	14	By October 23
Hand sanitizer stands	To be placed in arrival process, hallways and other shared spaces	5	By October 30
Hand sanitizer stand refills	To refill stands	14	By October 30

Power washer & soap	For playground cleaning by custodial teams	1	By October 30
Large, rolling trash can & trash bags	Meals being consumed in classrooms will generate the need for more frequent trash collection throughout the building. These trash bins will be used by custodial teams to support.	4	By October 30
Hand Soap (1 gallon)	Custodial teams will refill hand washing stations	10 (this is in addition to school level ordering)	By October 23

BUILDING READINESS			
Item	Details	Quantity	Anticipated delivery date
Floor social distancing decals	For placement in arrival space and hallways to indicate 6ft social distancing	160 (140 previously provided to each school)	By October 23
Painters tape	For placement in classrooms and other shared spaces, as need, to indicate 6 ft social distancing	12 rolls	By October 30
Tents	For use in arrival process and up to school for use in outdoor instruction	4	By October 30
Plexiglass	For use in high-traffic spaces, including the security desk and the front office. These are not designed for use in classrooms.	10	By October 23
Health Isolation Room Dividers	For use in the Health Isolation Room. The dividers will be placed between students. *3 to be delivered by October 30. Additional will continue to be delivered to school prior to November 9.	3*	By October 30
Door stops	Interior doors, primarily classroom doors, will be propped during	25	By October 30
ECE Carpet tiles	The ECE classroom set-up assumes student time will be spent between play and time at desks/tables. The carpet tiles will support play spaces. These will be for ECE classrooms only.	Sufficient for ECE classroom count	Timeline forthcoming
ECE plastic storage bins	These bins will be used in ECE classrooms. ECE classroom guidance will provide more	2 per ECE classroom	Timeline forthcoming

	information		
Stanchions	Use up to school discretion, stanchions will support social distancing in high traffic areas	8	By October 30
<i>DCPS is working to procure touchless water dispensers for all schools. Procurement lead times are long and cooler distribution will not be ready for day one of term 2. As we work to finalize these details, schools will be provided with 1-use water bottles for the first month of programming. See additional water related supplies below.</i>			
Single use water bottles	Schools will receive a weekly shipment of water; 2,000 will be provided October 30. Additional shipment will be tailored to school use.	2,000	October 30
Reusable water bottles	Water fountains are turned off; students and staff will receive a reusable water bottles. As feasible, staff and students will be encouraged to come to school with a full water bottle	1 per student and staff	By October 30
Water pitchers	In elementary classrooms, water pitchers will be provided to facilitate water distribution to students (beyond water coolers). Disposable cups will also be provided.	1/classroom	By October 30

Distribution at Schools

During virtual learning, students must receive distance learning materials to fully engage in their education. These materials range from technology to workbooks that will be delivered to schools by central office teams as well as distance learning materials that schools have on an individual level that need to be distributed to students. The objective of this guidance is to let schools know what to expect with distribution for SY20-21 Term 1 and how to effectively organize distribution during virtual learning.

Key Information

- Distribution materials may come from Central Office teams, from schools individually, or through community organization and donation.
- Central Office supplies will be tracked, and delivery information will be shared with schools so that schools can plan the appropriate distribution dates for their school communities.
- Central Office teams will be responsible for supporting schools with support requests for their respective content materials.
- Distribution guidance for schools is structured into three stages: **Plan, Prepare & Communicate, and Distribute.**
- Contact your Strategic School Operations Specialist with questions.

Process Overview

A. Plan

- 1) Review what distance learning materials central office teams will be sent to your school by checking the Distribution Delivery Tracker to see delivery dates;
- 2) Review what distance learning materials that are managed at the school level need to be distributed; and
- 3) Determine distribution dates.

B. Prepare & Communicate

- 1) Organize staffing and volunteer support as needed and request security coverage if needed;
- 2) Share distribution dates with students, families, and relevant school staff; and
- 3) Schedule students for pick up on distribution dates.

C. Distribute

- 1) Prepare to allocate sufficient Personal Protective Equipment (PPE) for use and reinforce social distancing and hygienic practices;
- 2) Arrange space used for distribution based on health and safety guidelines;
- 3) Follow required cleaning protocols; and
- 4) Track and distribute materials to students.

Plan

1) Review Distance Learning Materials from Central Office Teams

To support virtual learning, Central Office teams will be providing materials for schools to distribute to families. It is anticipated that technology, core teaching and learning materials, early childhood education learning packets, and Kids Ride Free cards will be the first to arrive at schools and should be the first to be distributed to families during the first few weeks of school. Additional distance learning materials to support students will also be delivered to schools; they will arrive for distribution after core academic materials are delivered and distributed.

The following is a summary of the materials Central Office teams will be sending to schools. Not all schools will receive all materials because some materials are just for certain student groups.

Team	Distance Learning Materials
ODSS	K-12 devices (laptops) and ECE devices (iPads). Detailed guidance on technology distribution can be found here .
OTL	ELA Foundations workbooks and durables; ELA Learning Anthologies; Math Eureka workbooks; Cornerstones (ELA, Math, Arts); and arts & music supplies
ECE	Learning packets and standard learning materials (e.g. notebooks, pencils, crayons, etc.)
OCOO	Kids Ride Free cards
OSIS	Mental health kits and HCYP supplies (e.g. backpacks, toiletries, school supplies, etc.)
SASS	Student schedules and report cards.
Partnerships	To be determined by donations from partners.
CEO	Parent support materials and DCPS calendars.

Distribution Management Using the Central Office Delivery Tracker

For detailed information on when and how each team’s distance learning materials will be delivered, please see the [Distribution Delivery Tracker \(School Link\)](#). Please return to this document and refer to it in developing your distribution dates. This tracker will indicate when deliveries are coming to school sites and whether deliveries are coming directly to schools from the vendor or via the DCPS Warehouse team.

A Distribution POC from each Central Office team is responsible for consistently updating the tracker to provide schools with an up-to-date, comprehensive understanding of when deliveries are incoming. Please note that delivery dates may change based on supply chain and national logistics challenges. Anticipated delivery dates will be updated as information becomes available.

2) Review School-Managed Distance Learning Materials

In addition to Central Office teams sending distance learning materials to schools for distribution, schools may also be acquiring materials on their own to support students. At the individual school-level, schools may have materials that are:

- Donated from the community;
- Procured by schools directly;
- Already on-site at school; or
- Recollected from students.

In these cases, school leaders can decide when and how best to distribute to students and families. Please see the Distribute section below for further guidance.

Textbooks at Schools

Currently, virtual learning has been planned so that students do not need physical textbooks and instead can rely on digital resources (e.g. Canvas Course Companions, eBooks). Therefore, the Office of Teaching and Learning (OTL) will not be purchasing any textbooks for schools.

Schools should determine on an individualized basis whether they feel they need to provide physical textbooks to students to supplement digital resources. Based on our current understanding, OTL believes this only necessary for Advanced Placement (AP) Environmental Science. If you have any questions on this matter, please contact Rohan Dharan (rohan.dharan@k12.dc.gov) for AP questions and Alison Williams (alison.williams@k12.dc.gov) for other course questions.

If schools believe physical textbooks are necessary, they can incorporate them into distribution planning as they see fit. To ensure health and safety during the public health emergency, textbooks returned from students must be stored untouched for 3 days prior to redistribution to other students.

Student Schedules

Student schedules have been shared with students and families electronically. If students and families need paper-based schedules, schools are responsible for printing and mailing them to families via the DCPS Warehouse.

3) Determine Distribution Dates

School leaders should review anticipated delivery dates in the [Distribution Delivery Tracker \(School Link\)](#) and determine pickup dates that work best for each school community. To reduce the burden on families and schools, multiple stations can be established for different types of distance learning materials on the same days so that families can pick-up multiple relevant materials during one visit. Combining distribution planning this way will reduce pick-up dates and streamline the process for schools, students and families.

Prepare & Communicate

1) Assign Staffing and Request Volunteer Support (as Needed)

School leaders will be responsible for assigning staff to support with material distribution. If school leaders need additional support, volunteers should be requested 48 hours in advance of the distribution day through your school's Strategic School Operations (SSO) Specialist. The SSO Specialist will coordinate with the relevant Central Office team to support these requests.

Security Coverage

If you do not have a security guard stationed at your school and would like one for your material distribution days, please contact your Strategic School Operations (SSO) Specialist at least 48 hours prior to your distribution dates.

2) Share Distribution Dates with Students and Families

Schools should communicate distributions dates to students and families along with a scheduling process students and families must follow to ensure social distancing guidelines are followed. Schools can determine their individual scheduling processes.

Messaging to families should also clearly state health and safety guidelines and expectations regarding PPE, social distancing, and safe hygienic practices.

3) Schedule Students and Families for Pick-up

Material pick-up should be scheduled to reduce large group gatherings and queueing. Schools can determine their individual scheduling processes and must ensure students and families comply. It is recommended that schools schedule blocks by grade or by student last name for pick-up.

Distribute

1) PPE, Social Distancing, and Hygiene during Distribution

- All staff participating in the distribution of materials are required to wear a face mask or face covering and must routinely wash their hands. Hand sanitizer should be used when hand washing is not feasible.
- Masks are required for students and family members during the pickup process. Masks should be provided to students and family members that do not come with masks. A mask distribution table should be set up prior to material distribution stations.
- Outdoor distribution of materials is encouraged when feasible.
- To the extent possible, 6ft social distancing guidelines should be followed for staff and visitors. All distribution should be set up as grab and go. Students and families should be encouraged to grab their materials and leave as soon as possible.
- When possible, [health signage](#) should be posted strategically to reinforce social distancing guidance.

2) Space Arrangement according to Health and Safety Guidelines

- Whenever possible, distribution should be conducted outside the school building. If distribution must take place indoors, select a large, open space.
- Tables and other materials should be set up to support 6ft social distancing for staff and students.
- Several items may be distributed on the same day to streamline pick up for families through multiple stations. If there are multiple distribution stations, ensure tables are arranged to support social distancing and direct families to the materials they need.
- If your school is a meal distribution site, material distribution stations should be set up in a different area of the facility.

3) Cleaning Protocols according to Health and Safety Guidelines

- Schools will receive daily enhanced cleaning by the custodial staff.
- Materials should be wiped down with a disinfectant wipe prior to distribution.

4) Track and Distribute Materials

- School are to keep a record of material distribution. If students did not collect required materials as scheduled, school are to follow up to schedule and alternate pick-up date.

Staff Health & Safety

Staff Health Screening & Safe Hygienic Practices

Keeping staff safe starts with having clear policies and procedures in place and ensuring that safe hygienic practices are promoted consistently, and health screening processes are established.

Key Information

- Staff will be required to complete a mandatory Return to In Person Work webinar prior to return.
- Staff will be required to complete a daily health self-screening prior to entry.
- Staff will always be required to wear a face covering or mask throughout the workday.
- Staff will always be expected to maintain social distancing.
- Staff will be expected to follow general hygiene guidelines for COVID-19 prevention, including hand washing and hand sanitizer use guidelines.

Mandatory Return to In-Person Work Webinar

A Return to In Person Work webinar will provide an overview of the strategies and policies in place to safely return to DCPS buildings. Staff will be required to participate in applicable training.

Daily Attendance and Certification of Completion of Health Self-Assessment

All school-based staff are required to use the [DCPS Staff Attendance Application](#) in QuickBase to self-report the following daily:

- When and where they are reporting to work (virtual, DCPS location, or both); and
- Certify that they have completed the health self-assessment if working in a DCPS location.

Employees must log into QuickBase with their full @k12 email address and corresponding password. Additional guidance in navigating this application is in the [Employee Attendance Application - User Guide](#).

Daily Health Self- Screening Process

DCPS requires a daily health self-screening to help protect the safety and health of all employees. This assessment is adapted from information provided by DC Health and must be completed daily by employees before they begin their tour of duty and prior to their arrival at a DCPS location. Employees who answer “YES” to any of the screening questions will not be allowed to enter the DCPS location and should contact their healthcare provider for further evaluation. Upon arrival to school staff will also receive a temperature check. If the temperature is 100.4 degree Fahrenheit, or higher, staff member must contact Principal or designee and arrange to leave the building.

If working virtually, staff are required to log into the Staff Attendance application and indicate their report to work status within a half hour of their tour of duty start. If working at a DCPS location, upon arrival to the school building, staff are required to sign into the Staff Attendance application and indicate their report to work status, **plus** verify that they conducted the daily symptom self-screening and are safe to report to work at the DCPS location per the outcome of the health self-screening survey. A link to the health self-screening can be found in the Staff Attendance application.

Staff who are working a hybrid schedule (combination of in-person and remote) are required to log into the Staff Attendance application and indicate their report to work status at every location, on-site and virtual. In addition, verifying that they have conducted the health self-screening is required for every DCPS location where the employee is working that day.

Staff who are working only remotely will be highly encouraged to utilize the self-screening resource but will not be required to do so.

Symptoms While at School

If a student develops any symptoms during the school day, the school must direct them to the Health Isolation Room and contact their guardian for pick up and medical consultation. Signage will be posted throughout the school to remind students and staff so that they can remain alert and take appropriate actions.

Absence Requests

School-based staff are strongly encouraged to use the “Submit Absence Request” feature in PeopleSoft for all planned absences, whether sick or annual leave, unless the school leader or supervisor indicates another method will be utilized to track absence requests. Additional guidance in navigating this PeopleSoft feature is in the [Submitting Your Absence Request - Job Aide](#). Questions regarding this process should be directed to the Time and Labor team at dcps.timeandlabor@k12.dc.gov. Technical issues should be directed to the QuickBase Development team at dcps.hrquickbase@k12.dc.gov.

Personal Protective Equipment (PPE) and Supplies

All employees who report to work in person will be provided with a new disposable, non-surgical face mask daily and a face shield weekly at no cost to the employee. In addition, staff will be provided with a full supply of hand sanitizer and cleaning supplies to maintain their individual workspaces. Staff may bring their own face coverings but must ensure they are consistently and thoroughly cleaning their face covering. Details in Personal Protective Equipment (PPE) section.

Pursuant to the DCPS Return to In-Person Work Guidelines, employees who do not comply with the directives will be subject to progressive discipline. See Appendix *DCPS Return to In-Person Work Guidelines*.

Safe Hygienic Practices

Schools and staff should reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing one’s nose, coughing, or sneezing. If soap and water are not available and/or hands are not visibly dirty, use of an alcohol-based hand sanitizer that contains at least 60 percent alcohol is acceptable.

Staff will have access to water bottle fillers and water coolers as the water fountains will be turned off. Staff bathrooms will be cleaned at least daily, if not more, and work orders for bathrooms will be prioritized.

Staff at high risk for experiencing severe illness due to COVID-19 are recommended to consult with their medical provider before attending in-person activities and should contact their supervisor accordingly with any requests for accommodations or leave.

See Appendix *DCPS Return to In-Person Work* Guidelines for more information regarding available accommodations.

Building Use & Adjusted Administrative Routines

Safety is our number one priority. Standard administrative routines will be adjusted to keep staff safe and ensure that staff use of school buildings is organized with clear directions.

Key Information

- Social distancing will be required by staff in all workspaces on school grounds.
- Processes that require interactions between school staff and the community will be adapted to keep staff safe.

Reception Desks

For staff who may engage with families and visitors (e.g. administrative functions, enrollment), DCPS Central Office will provide a plexiglass table-top divider at their workstation. When possible, outdoor table set up is encouraged during arrival and dismissal periods to support families with questions.

Staff Meetings

When possible, meetings should be conducted virtually, with staff remaining in their classrooms or office spaces and communicating via Teams. If staff must meet in person, no more than 12 people can be in the same room at once. Social distancing guidelines must be followed, with all staff wearing face coverings or masks and remaining seated at least six feet apart from one another.

Offices & Shared Spaces

Shared offices should follow social distancing guidelines aligned with DC Health guidance (allowing for a perimeter of six feet between occupied workstations). Additional workstations will need to be set up across the facility if needed.

Occupancy caps for break rooms, copy rooms, and other shared spaces should be set at 2-3 staff members at any one time, and social distancing guidelines should be followed. A sign-up system should be created so that use of shared spaces is scheduled, accessible, and manageable.

Routines and Shared Supplies

Staff should refrain from sharing supplies and interacting closely during standard routines such as sign-in. Measures such as each staff carrying around their own materials (e.g. pens and gloves) should be taken so staff are not all frequently touching the same materials.

Leaving the Building during School Hours

Staff are highly encouraged to remain in the school building during school hours. If staff need to leave, they will have to undergo a health screening at entry upon their return to the building.

Teacher/Staff Access to DCPS Facilities to Conduct Virtual Instruction

DCPS has a responsibility to provide school space for teachers to conduct virtual instruction.

Guidelines for Teacher Access to DCPS Facilities to Conduct Virtual Instructions

- As outlined in the [Supplemental Guidance: School building Use During Virtual Learning](#), if thresholds are met, a school must open to support this activity.
- When open to support this activity, either the Principal or an Operations designee must be present to oversee.
- All staff that come in-person must adhere to all health and safety standards outlined in this handbook, including
 - Staff must wear face coverings at all times (see “Personal Protective Equipment” section)
 - Staff must complete daily health screening prior to arrival (see “Staff Health Screening & Safe Hygienic Practices”)
 - Staff must adhere to social distancing and space design recommendations (see “Safety First Space Design” and this section, “Building Use & Adjusted Administrative Routines”)

Safety & Supports

- Staff and teachers that come to teach virtually in schools will receive a daily surgical face mask (they may also opt to wear their own face covering). These staff will be required to complete the daily health screening outlined in [Staff Health Screening & Safe Hygienic Practices](#).
- Whenever feasible, schools should host in-person enrollment support outside. If activities are conducted inside, social distancing measures should be adhered to.

Processes for Student Health & Safety

Student Health Screening & Safe Hygienic Practices

We want all students to be in school on their assigned in-person learning days. We also have a responsibility to ensure that students are healthy before they come into our buildings. DCPS will use the OSSE “Ask, Ask, Look” protocol and conducting temperature checks for assessing students’ wellbeing before school entry.

Key Information

- Before sending a student to school, families will complete a health symptom screening at home.
- During the arrival process, the at home health screening will be confirmed and student temperatures will be taken.
- If a student is identified as having developed COVID-19 symptoms during the school day, staff will guide students to the Health Isolation Room and a guardian will be contacted.
- Students will follow hand hygiene guidelines.

OSSE “Ask, Ask, Look” Protocol

Students will be screened according to the OSSE “Ask, Ask, Look” protocol which is a health screening process that has three steps: an at-home self-screening, at-home close contact check, and a visual symptom assessment at school.

The start of the first and second steps, which are conducted by the student or their guardian, are the at-home self-screening for symptoms and a close contact check of whether the student has been in close contact with a confirmed COVID-19 case.

Upon arrival to the school, students or their guardians must confirm with staff that they have conducted the at-home self-screening and close contact check to complete the first and second step of the OSSE “Ask, Ask, Look” protocol.

To complete the third step, staff must conduct a visual symptom assessment at school as to whether the student is presenting with any obvious COVID-19 symptoms.

Each student will also have their temperature taken as part of the arrival process and health screening.

Please see Appendix *OSSE Health and Safety Guidance for Schools: COVID-19 Recovery Period* for details. Information on this health screening process will be provided to families as part of their return to school toolkit.

Symptoms While at School

If a student develops any symptoms outlined in the Appendix, *OSSE Health and Safety Guidance for Schools: COVID-19 Recovery Period*, during the school day, the school must direct them to the Health Isolation Room and contact their guardian for pick up and to seek healthcare guidance. Signage will be posted throughout the school with this information for students and staff.

Personal Protective Equipment (PPE)

As noted above, all students are required to wear face coverings or masks, unless an exception applies where a student has a medical contraindication for wearing a face covering or mask. Students will be provided a disposable, non-surgical mask daily at arrival to school. Students may bring their own face coverings but must ensure they are consistently and thoroughly cleaning their face covering according to health guidelines. Details in Personal Protective Equipment (PPE) section.

DCPS Central Office is developing an adapted behavior policy for students who have difficulty consistently following social distancing and/or PPE guidelines and struggle with new behavioral expectations. Central Office teams are also collaborating on how to reinforce health messaging in thoughtful and creative ways that help students understand the importance of social distancing and PPE guidelines during this unprecedented time. Further guidance is forthcoming.

Safe Hygienic Practices

Schools should reinforce frequent, proper handwashing strategies by staff and students, to include washing with soap and water for at least 20 seconds, especially after going to the bathroom; before eating; and after blowing your nose, coughing, or sneezing. If soap and water are not available and hands are not visibly dirty, use an alcohol-based hand sanitizer that contains at least 60 percent alcohol.

When developing school and class schedules, teachers and school leaders should prioritize bathroom and hand-washing breaks however feasible at each individual school.

Key times to perform hand hygiene include:

- Before eating food;
- after using the toilet;
- before and after putting on, touching, or removing cloth face coverings or touching your face;
- after blowing your nose, coughing or sneezing; and
- entering and exiting a classroom or between activities.

Elementary – Student Arrival

Entering the school building will look different this fall. This will be our first opportunity to introduce new safety measures to our students and families and will play an integral role in keeping our students and staff safe.

Having an orderly, welcoming arrival process will help set the tone for a great day for our students!

Key Information

- Prior to entering the school building, students will receive hand sanitizer and a non-surgical face mask and complete the OSSE “Ask, Ask, Look” protocol which they must begin at home. Students will also receive a temperature check during the arrival process.
 - Social distancing should be followed while students’ progress through the arrival process.
 - Tents will be set up outside entry points to protect individuals from inclement weather.
 - When possible, there should be a separate entry line for ECE students.
- Schools should create as many entry points as they have staff to accommodate; the more arrival points in the schools, the more quickly arrival process can be completed.
- Guardians will not be permitted to enter the facility during the arrival process.
- To minimize lines, staggered arrival and multiple entry points are recommended.
- Students displaying symptoms should be routed to a Health Isolation Room.

Guidance Overview

DCPS recommends a staggered arrival schedule to limit queuing, ideally with arrival waves by grade band. For example, a school with 100 students planning to attend in-person may decide on three 15-minute arrival waves and instruct families to arrive within that 15-minute window as they are able.

Suggested Strategies

Each individual school’s timeframe and wave dismissal cycles will vary based on the number of students assigned to attend school in-person on that day, the number of entry points and surrounding outdoor space. Suggested strategies to structure the dismissal waves include:

- **Arrival by grade band**
 - DCPS recommends arrival waves by grade band. The staff that support students through the arrival process should be the staff that support students in these grades. For example (*times listed for example only, they may not align with your arrival timeframe*):
 - 8:00- 8:15am: 2nd grade students arrive, and 2nd grade staff oversee arrival process.
 - 8:15- 8:30am: 3rd grade students arrive, and 3rd grade staff oversee arrival process.
 - 8:30- 8:45am: 4th grade students arrive and 4th grade staff oversee arrival process.
 - Aligning teachers with same-grade student arrival will:

- Maintain student adult groups and minimize cohort mixing;
 - Support with student identification as students arrive;
 - Divide arrival responsibilities equitably throughout staff; and
 - Relationship-building between students and their instructional staff
- **Arrival by last name**
 - Alternately, schools can structure arrival waves based on student last names. For example:
 - 8:00am- 8:15am: Students with last names starting with A-H arrive
 - 8:15- 8:30am: Students with last names starting with H-O arrive
 - 8:30- 8:45am: Students with last names starting with O-Z arrive
 - Structuring student arrival by last name helps with the arrival of siblings and cousins with the same last names who are in different grades and dropped off together.

As you consider how many arrival waves your school needs, the following variables need to be considered:

- Number of students assigned for in-person learning overall and by group (e.g. grade bands, student assignment grouping)
- Number of students receiving OSSE transportation, and assigned schedules
- Amount of time your master schedule allows for arrival
- Number of entrances your school can appropriately staff

Walkie talkies will be used to communicate between key arrival positions, including those coordinating OSSE transportation and to alert staff when the next wave of students is arriving. Schools will determine the number of arrival waves needed to ensure an efficient yet safe entry.

Process Overview

Please complete the Student Arrival section in the school plan template to complete your school-specific plan.

Elementary Arrival Steps – Student & Staff Roles			
Step	Student	K-5 Staff	ECE & Self-Contained Program Staff
1	Students arrive and join line.	Staff checks if student is present for the correct in-person day. <ul style="list-style-type: none"> • If it is the wrong in-person day and student’s guardian is there, the guardian needs to take student home. • If the guardian is not there for wrong in-person day, students must go 	Same as K-5

		through the OSSE “Ask, Ask, Look” protocol process before they can enter to wait in the building as staff calls guardians.	
2	Students use hand sanitizer from the stands arranged next to the lines.	Staff ensures student uses hand sanitizer properly before touching mask to put on face.	Same as K-5.
3	Students can arrive with face covering or receive a non-surgical mask after the hand sanitizer station.	Staff hands student a non-surgical face mask if they don’t have a face covering and checks student has put it on correctly.	Same as K-5 but ECE-appropriate language and framing.
4	Students complete the OSSE “Ask, Ask, Look” protocol for COVID-19.	<p>Staff will ask student or guardian if at-home self-screening and close contact check were completed and record health assessment information (1st and 2nd step of the OSSE Ask, Ask, Look Protocol).</p> <p>Staff will complete third step of the OSSE “Ask, Ask, Look” protocol, a visual symptom assessment, by visually assessing whether the student is presenting with any COVID-19 symptoms. See Health Screening & Safe Hygienic Practices section for more details.</p> <p>If student does not pass assessment, they are directed to the Health Isolation Room. This information should be recorded in the IRT.</p>	Same as K-5
5	Student has temperature taken.	Staff will conduct temperature check of each student; a non-contact thermometer will measure each student’s temperature. If student has a reading of 100.4 degrees Fahrenheit, or higher, they should not be admitted into school. If they are not able to leave the premises, the student is to be directed to the Health Isolation Room and their guardian is to be contacted for pickup. If a student is sent to the Health Isolation Room or picked up by a guardian, this information should be recorded in the IRT.	
6	If students arrive on wrong in-person day and passed the	If present on the wrong in-person day, once student goes through arrival process	Same as K-5 except, if

	OSSE “Ask, Ask, Look” protocol they are guided to the Guardian Pick-Up Space to wait for their guardian whom the staff calls.	successfully, the assigned staff takes student to Guardian Pick-Up Space to wait.	space allows, a separate ECE Guardian Pick-Up Space is set up.
7	If students exhibit positive symptoms during the OSSE “Ask, Ask, Look” protocol, they are directed to a Health Isolation Room while staff calls guardian to pick up student.	If student exhibits a COVID-19 symptom, then they will be guided to the isolation room which assigned staff oversee. Guardian will be called to pick up their student.	Same as K-5 except, if space allows, a separate ECE Health Isolation Room is set up.
8	If students passed the OSSE “Ask, Ask, Look” protocol and is present on the correct in-person day, they proceed to the grab & go breakfast table to pick up their meal before heading to classroom.	Staff support students, while socially distanced, to pick up their breakfasts on the go and head to classrooms.	ECE and self-contained classrooms will have breakfast delivered to classrooms. ECE and self-contained staff will clean up after breakfast.
9	Students walk to classrooms socially distanced using markers or decals on ground to guide them. They may stop to refill their water bottle, but bathroom breaks are not allowed. They must go directly to their classrooms otherwise.	Staff are posted throughout the school hallways to ensure that students are being safe and following health guidelines (i.e. not touching each other, wearing a face covering, etc.). There should be a staff member posted near each running bottle filler or water cooler to supervise students and make sure bathrooms aren’t used and students go directly to class.	Designated staff will be at ECE arrival process to walk each student one-by-one to their classroom.
10	Students arrive at their classrooms.	Staff is present to welcome and supervise students as they complete breakfast and begin the start of the school day.	Same as K-5.

Supply Needs

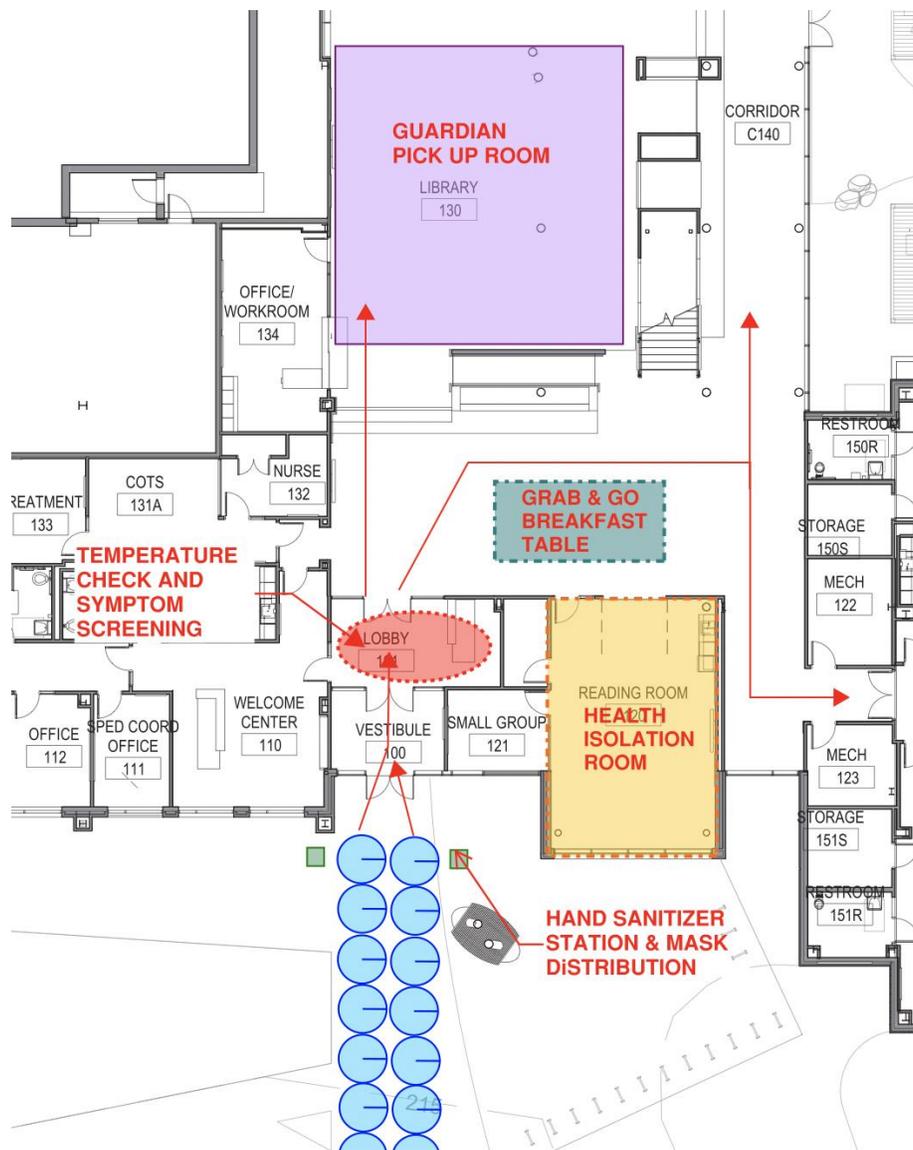
Central Office will procure the below items for schools to support the arrival process:

- Hand sanitizer stations and refills
- Walkie talkies
- Non-surgical masks

- Thermometers
- Gloves
- Tents
- Social distancing materials (e.g. tape, floor disks, clear screen separators)
- Health and hygiene signage

Example Diagram – Elementary Arrival Procedure

The steps listed above are noted below using the diagram to explain visually how the arrival process could potentially occur.



KEY



6' Circle (Student)



Location of Staff



Path of Travel

Elementary – Hallway Transitions & Facilities Use

During a traditional school year, hallways are typically bustling with activity. This year, schedules will be modified to limit student transition and interactions between groups. These measures will support student and staff safety.

Key Information

- Student movement throughout the building (e.g. hallways, classrooms, bathrooms) must be designed to support social distancing, and transitions should be monitored.
- Strategies should be utilized to limit the number of students in the bathroom at the same time.
- Water fountains will be turned off; schools will be provided with water coolers and students will be given reusable water bottles.
- During transitions, classroom doors should be propped open with a doorstop.

Process Overview

Please complete the Student Transitions and Building Use checklist and section in the school plan template to complete your school-specific planning.

Transitions

Floor tape and social distancing stickers will be provided to each school. Hallways and other shared spaces should have visual cues on the floor to help students and staff identify 6 foot spacing.

- Hallway floors will need to be demarcated to indicate distances of 6 feet. Students should be encouraged to keep that distance between themselves and others while walking to other spaces.
- When possible, it is recommended that schools designate stairwells as up or down for vertical circulation. This will not apply in the case of emergencies.
- Students should only leave the classroom with teacher supervision (whole class during breaks) or with teacher permission.
- When there is a group transition, or during arrival or dismissal, staff should utilize a doorstop so that the door remains open and several people are not touching the same surface.

Bathroom Use

Bathroom use should be modified to limit the number of people in the same space at the same time. Each school has a unique number of bathrooms and bathroom design. A school-specific strategy will be determined during each school's planning process.

DCPS is working with the Department of General Services (DGS) to ensure that all bathrooms are in working order before school opening, in order to maximize the ability to use them while also ensuring social distancing.

Guidelines

- Limit the number of students in a bathroom at the same time.

- No more than four students may be in a multi-user bathroom at the same time based on average bathroom square footage.
- Encourage social distancing in the bathroom by using every other bathroom stall.
- Avoid taking multiple classes to use the bathroom or mixing of student cohorts in the bathroom.

Suggested Strategies: Bathroom & Classroom Zones

- Bathrooms are assigned “classroom zones” where nearby classrooms all have a designated bathroom for student use. This approach limits mixing of student cohorts in alignment with DC Health guidelines. As feasible, minimize the number of classrooms assigned to a specific bathroom.
- To limit the number of students in a bathroom at the same time, the following strategies are suggested:
 - Bathroom breaks may be scheduled into the master schedule. Each classroom should be assigned several bathroom breaks throughout the day. The schedule would limit the number of students in the bathroom simultaneously. The schedule could align with mealtime and recess staggering.
 - Based on enrollment and the number of classrooms assigned to a specific bathroom, teachers may allow students to use other available bathrooms one at a time as needed.

Water Access

Traditional water fountains throughout schools will be turned off by DGS. Each school is being evaluated for presence of water filler stations. Since not all schools have water filler stations or may not have enough, DCPS is procuring water coolers for placement throughout each school. Each student will receive a reusable water bottle and paper cups will be available when students have forgotten their bottle.

Teachers will be provided with water pitchers which may be used within the classroom. The water pitchers can be filled by teachers and used throughout the day in the case that students may not be able to fill a water bottle from a cooler

Students will be encouraged to take water bottles with them during their bathroom break so they can refill as needed.

**Considerations –
Students in Early Childhood Education &
Students in Special Education Self-Contained Classrooms**

Additional supplies must be provided, when necessary, to better facilitate social distancing for these student populations.

If these classrooms do not have en-suite bathrooms or if bathrooms are temporarily not functioning, schools will need to be thoughtful in their bathroom break scheduling to ensure all students have equitable access to facilities.

Supply Needs

Central Office will procure these items for schools to support student transitions and building use:

- Water coolers & refills (5-gallon jugs)
- Water cups
- Water bottles
- Water pitchers
- Doorstops

Elementary – Student Dismissal

Students need a safe and secure process for dismissal, whether they are walking home, being picked up by a guardian, using transportation, or transitioning to after school programming. This section will explain how to reinforce the new procedures exercised throughout the day within the context of student dismissal.

Key Information

- Students should be dismissed using staggered schedules.
- Students needing special supports will need to have one-on-one support, whether it is to the bus or guardian pickup.
- Hallways will be arranged to facilitate social distancing.
- Staff will be posted throughout the school to supervise students.

Guidance Overview

DCPS recommends student dismissal be staggered to ensure social distancing. Dismissal timing for students receiving OSSE transportation will be established on a school by school basis in collaboration with OSSE guidelines and established schedules. OSSE based transportation will be independent from other dismissal schedules.

Suggested Strategies

Each individual school's timeframe and wave dismissal cycles will vary based on the number of students assigned to attend school in-person on that day. Suggested strategies to structure the dismissal waves include:

- ***Dismissal by grade band***
 - Schools can determine wave cycle groups by grade band and align with dismissal such that the first wave of students to arrive are the first wave to be dismissed. For example (*times listed for example only, they may not align with your dismissal timeframe*):
 - 3:15- 3:20 pm: K- 3rd grade dismissal
 - 3:20- 3:25 pm: 4th & 5th grade dismissal
 - 3:25- 3:35 pm: ECE dismissal
- ***Dismissal by Type of Departure***
 - With your school community in-mind, dismissal by type may streamline the dismissal process by ensuring only a few students are leaving per classroom around the same time.
 - For example (*times listed for example only, they may not align with your dismissal timeframe*):
 - 3:15- 3:20 pm: Dismiss students walking home
 - 3:20- 3:25 pm: Dismiss students being picked up by a guardian
 - 3:25- 3:35 pm: Dismiss students transitioning to after-school programming.

Walkie talkies will be used to communicate between key dismissal positions, including those coordinating OSSE transportation and to alert staff when the next wave of students may be dismissed.

Process Overview

Please reference the Student Dismissal section in the school plan template to complete your school-specific planning.

Elementary Dismissal Steps – Student & Staff Roles			
Step	Student	K-5 Staff	ECE & Self-Contained Program Staff
1	Students wait in class for dismissal with belongings packed.	Coordinating between staff to follow staggered release schedule.	Coordinating between staff and communicating with guardian to assess when to send student with escort.
2	Student Wave Dismissal (schools determine waves).	Staff will be posted throughout the hallways to supervise students.	Escorts will take student to the bus if bus driver cannot provide that support. For students with guardian pick-up, ECE classrooms will use an escort system to take students to meet guardian.
3	Final wave (recommended those transitioning to after care in the building).	Staff will be posted throughout the hallways to supervise students. After school programming staff will be prepared in the classroom to receive students.	ECE classrooms will use an escort system to transition students to after-school programming.
4*	OSSE Transportation.	Staff will support OSSE transportation as needed and coordinate to get students safely to bus.	

Supply Needs

Central Office will procure these items for schools to support the dismissal process:

- Walkie talkies
- Social distancing supplies (e.g. floor disks, cones, etc.)
- Hand sanitizer
- Disinfectant wipes

Secondary – Student Arrival

Entering the school building will look different this fall. This will be our first opportunity to introduce new safety measures to our students and families and will play an integral role in keeping our students and staff safe.

Having an orderly, welcoming arrival process will help set the tone for a great day for our students!

Key Information

- Prior to entering the school building, students will receive hand sanitizer and a non-surgical face mask and complete the OSSE “Ask, Ask, Look” protocol which they must begin at home. Students will also receive a temperature check during the arrival process.
 - Social distancing should be followed while students proceed.
 - Tents will be set up outside entry points to protect individuals from inclement weather.
- Schools should create as many entry points as they have staff to accommodate; the more arrival points in the schools, the more quickly arrival process can be completed.
- Guardians will not be permitted to enter the facility during the arrival process.
- To minimize lines, staggered arrival and multiple entry points are recommended.
- Students displaying symptoms should be routed to the Health Isolation Room.

Guidance Overview

DCPS recommends a staggered arrival schedule to limit queueing, ideally with arrival waves by grade band. For example, a school with 100 students planning to attend in-person may decide on 3 15- minute arrival waves and instruct families to arrive within that 15-minute window as they are able.

Suggested Strategies

Each individual school’s timeframe and wave dismissal cycles will vary based on the number of students assigned to attend school in-person on that day. Suggested strategies to structure the dismissal waves include:

- **Arrival by grade band**
 - DCPS recommends arrival waves by grade band. The staff that support students through the arrival process should be the staff that support students in these grades. For example (*times listed for example only, they may not align with your arrival timeframe*):
 - 8:00am- 8:15am: 6th grade students arrive, and 6th grade staff oversee arrival process.
 - 8:15- 8:30am: 7th grade students arrive, and 7th grade staff oversee arrival process.
 - 8:30- 8:45am: 8th grade students arrive and 8th grade staff oversee arrival process.
 - Aligning teachers with same-grade student arrival will:
 - Maintain student adult groups and minimize cohort mixing;

- Support with student identification as students arrive;
 - Divide arrival responsibilities equitably throughout staff; and
 - Relationship-building between students and their instructional staff
- **Arrival by last name**
 - Alternately, schools can structure arrival waves based on student last names. For example (*times listed for example only, they may not align with your arrival timeframe*):
 - 8:00- 8:15am: Students with last names starting with A-H arrive
 - 8:15- 8:30am: Students with last names starting with H-O arrive
 - 8:30- 8:45am: Students with last names starting with O-Z arrive
 - Structuring student arrival by last name helps with the arrival of siblings and cousins with the same last names who are in different grades and dropped off together.

As you consider how many arrival waves your school needs, the following variables need to be considered:

- Number of students assigned for in-person learning overall and by group (e.g. grade bands, student assignment grouping)
- Number of students receiving OSSE transportation, and assigned schedules
- Amount of time your master schedule allows for arrival
- Number of entrances your school can appropriately staff

Walkie talkies will be used to communicate between key arrival positions, including those coordinating OSSE transportation and to alert staff when the next wave of students is arriving. Schools will determine the number of arrival waves needed to ensure an efficient yet safe entry.

Process Overview

Please complete the Student Arrival checklist and section in the school plan template to complete your school-specific plan.

Secondary Arrival Steps – Student & Staff Roles		
Step	Student	Secondary Staff
1	Students arrive and join line.	Staff checks if student is present for the correct in-person day. <ul style="list-style-type: none"> • If it’s the wrong in-person day and student’s guardian is there, guardian needs to take student home. • If guardian is not there for wrong in-person day, students must go through the OSSE “Ask, Ask, Look” protocol process before they can enter to wait in the building as staff calls guardians.

2	Student uses hand sanitizer from the stands arranged next to the lines.	Staff ensures student uses hand sanitizer properly before touching mask to put on face.
3	Students can arrive with face covering or receive a non-surgical mask after the hand sanitizer station.	Staff hands student a non-surgical face mask if they don't have a face covering and checks that student has put it on correctly.
4	Students complete the OSSE Ask, Ask, Look protocol for COVID-19.	<p>Staff will ask student or guardian if at-home self-screening and close contact check were completed (1st and 2nd step of the OSSE Ask, Ask, Look Protocol).</p> <p>Staff will complete third step of the OSSE "Ask, Ask, Look" protocol, a visual symptom assessment, by visually assessing whether the student is presenting with any COVID-19 symptoms. See Health Screening & Safe Hygienic Practices section for more details.</p> <p>If student does not pass assessment, they are directed to the Health Isolation Room.</p>
5	Student has temperature taken.	Staff will conduct temperature check of each student; a non-contact thermometer will measure each student's temperature. If student has a reading of 100.4 degrees Fahrenheit, or higher, they should not be admitted into school. If they are not able to leave the premises, the student is to be directed to the Health Isolation Room and their guardian is to be contacted for pickup. If a student is sent to the Health Isolation Room or picked up by a guardian, this information should be recorded in the IRT.
6	If students arrive on wrong in-person day and passed the OSSE "Ask, Ask, Look" protocol they are guided to the Guardian Pick-Up Space to wait for their guardian whom the staff calls.	If present on the wrong in-person day, once student goes through arrival process successfully, the assigned staff takes student to Guardian Pick-Up Space to wait.
7	If students exhibit positive symptoms during the OSSE "Ask, Ask, Look" protocol, they are directed to a Health Isolation Room while staff calls guardian to	If student exhibits a COVID-19 symptom, then they will be guided to the Health Isolation Room which assigned staff oversee. Guardian will be called to pick up their student.

	pick up student.	
8	<p>If students passed the OSSE “Ask, Ask, Look” protocol and is present on the correct in-person day, they proceed to the cell phone station.</p> <p>Student stows cell phone in provided cell phone locker (when applicable).</p>	Staff oversees placement of cell phone in lockers.
9	Student passes through weapons abatement (when applicable).	Security guard oversees student progression through weapons abatement screening
10	If a student passed the OSSE “Ask, Ask, Look” protocol and is present on the correct in-person day, they proceed to the grab & go breakfast table to pick up their meal before heading to classroom.	Staff support students, while socially distanced, to pick up their breakfasts on the go and head to classrooms.
11	Students walk to classrooms socially distanced using markers or decals on ground to guide them. They may stop to refill their water bottle, but bathroom breaks are not allowed. They must proceed directly to their classrooms otherwise.	<p>Staff are posted throughout the school hallways to ensure that students are being safe and following health guidelines (not touching each other, wearing a face covering, etc.).</p> <p>There will be a staff member posted near each running bottle filler or water cooler to supervise students and make sure bathrooms aren’t used and students go directly to class.</p>
12	Students arrive at their classrooms.	Staff is present to welcome and supervise students as they complete breakfast and begin the start of the school day.

**Considerations for
Students in Self-Contained Programs**

As feasible, designated staff will be at arrival process for students in self-contained programs to walk students to their classroom, both if students are entering school through the arrival process or through OSSE transportation. Students learning in self-contained classrooms will have breakfast delivered to them, and staff will support in cleaning up the classroom once breakfast is complete.

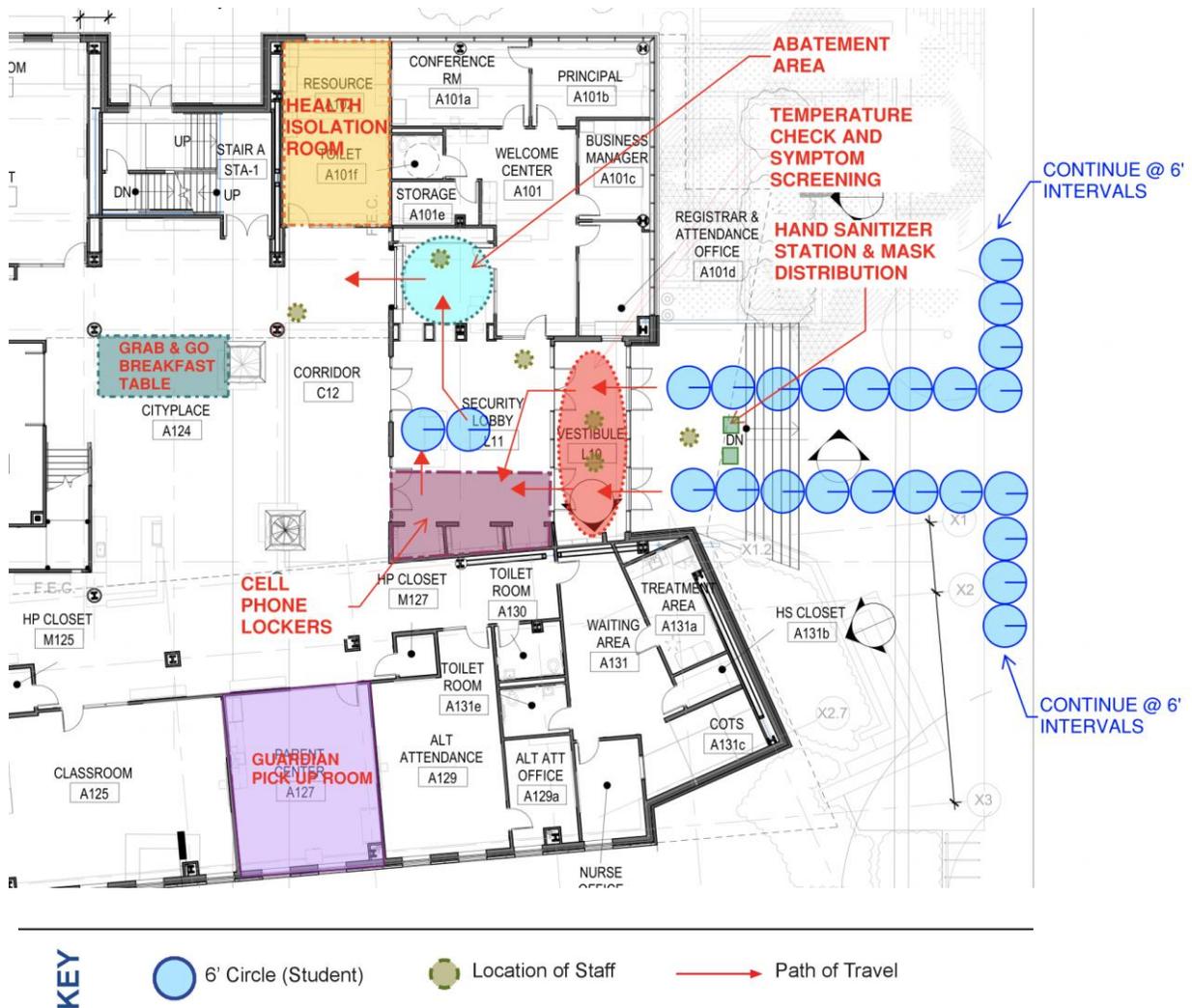
Supply Needs

Central Office will procure these items for schools to support the arrival process:

- Hand sanitizer stations and refills
- Walkie talkies
- Non-surgical masks
- Thermometers
- Gloves
- Tents
- Clear screen separators (for the Health Isolation Room)
- Social distancing materials (i.e. tape and floor discs)
- Health and hygiene signage

Example Diagram – Secondary Arrival Procedure

The steps listed above are noted below using the diagram marker to explain visually how the arrival process could potentially occur. Please use it as a resource as you prepare for your school-specific arrival process.



Secondary – Hallway Transitions & Facilities Use

During a traditional school year, hallways are typically bustling with activity. This year, schedules will be modified to limit student transition and interactions between groups. These measures will support student and staff safety.

Key Information

- Student movement through buildings (hallways, classrooms, bathrooms) must be conducted in a socially distant manner.
- Strategies should be in place to limit the number of students in the bathroom at the same time.
- Water fountains will be turned off; schools will be provided with water coolers and students will be given reusable water bottles.
- During transitions, classroom doors will be propped open with a doorstop.

Process Overview

Please complete the Student Transitions and Building Use checklist and section in the school plan template to complete your school-specific planning.

Transitions

Whenever students move throughout the building, social distancing protocols should be followed. Floor tape and social distancing stickers will be provided to each school. Hallways and other shared spaces will have visual cues on the floor to help students and staff identify 6ft spacing.

- Hallway floors should be sectioned off to indicate distances of 6ft. Students are encouraged to keep that distance between themselves and others while walking to other spaces.
- When possible, schools should designate stairwells as up or down for vertical circulation. This does not apply for emergencies.
- When students need to leave the classroom, it is only with teacher supervision for whole class breaks or individually with teacher permission.
- When there is a group transition, or during arrival or dismissal, a doorstop is placed so that the door remains open and several people are not touching the same surface.

Bathroom Use

Bathroom use should be modified to limit the number of people in the same space at the same time. Each school has a unique number of bathrooms and bathroom design. A school-specific strategy will be determined during each school's planning process.

DCPS is working with the Department of General Services (DGS) to ensure that all bathrooms are in working order before school opening, in order to maximize the ability to use them while also ensuring social distancing.

Guidelines

- Limit the number of students in a bathroom at the same time.
 - No more than four students may be in a bathroom at the same time based on average bathroom square footage.
- Encourage social distancing in the bathroom by using every other bathroom stall. Signs are to be placed on every other stall to note closure and stalls should be locked.
- Avoid taking multiple classes to use the bathroom or mixing of student cohorts in the bathroom.

Suggested Strategies: Bathroom & Classroom Zones

- Bathrooms are assigned “classroom zones” where nearby classrooms all have a designated bathroom for student use. This approach limits mixing of student cohorts in alignment with DC Health guidelines. As feasible, minimize the number of classrooms assigned to a specific bathroom.
- To limit the number of students in a bathroom at the same time, the following strategies are suggested:
 - Bathroom breaks may be scheduled into the master schedule. Each classroom should be assigned several bathroom breaks throughout the day. The schedule would limit the number of students in the bathroom simultaneously. The schedule could align with mealtime and recess staggering.
 - Based on enrollment and the number of classrooms assigned to a specific bathroom, teachers may allow students to use other available bathrooms one at a time as needed.

Water Access

Traditional water fountains throughout schools have been turned off by DGS. Each school is being evaluated for presence of water filler stations. Since not all schools have water filler stations, DCPS is procuring water coolers for placement throughout each school. Each student will receive a reusable water bottle and paper cups will be available when students have forgotten their bottle.

Teachers will be provided with water pitchers which may be used within the classroom. The water pitchers can be filled by teachers and used throughout the day in the case that students may not be able to fill a water bottle from a cooler

Students will be encouraged to take water bottles with them during their bathroom break so they can be refilled as needed.

Considerations – Students in Special Education Self-Contained Classrooms

Additional supplies must be provided, when necessary, to better facilitate social distancing for these student populations.

If these classrooms do not have en-suite bathrooms or if bathrooms are temporarily not functioning, schools will need to be thoughtful in their bathroom break scheduling to ensure all students have equitable access to facilities.

Supply Needs

Central Office will procure these items for schools to support transitions and building use:

- Water coolers & refills (5-gallon jugs)
- Water cups
- Water bottles
- Water pitchers
- Doorstops

Secondary – Student Dismissal

Students need a safe and secure pathway to dismissal, whether they are walking home, being picked up by a guardian, using transportation, or transitioning to after school programming. This section will explain how to reinforce the new procedures exercised throughout the day within the context of student dismissal.

Key Information

- Students will be dismissed in staggered schedules.
- Students needing special supports will need to have one-on-one support, whether it is to the bus or guardian pickup.
- Hallways will be arranged to facilitate social distancing.
- Staff will be posted throughout the school to supervise students.

Guidance Overview

DCPS recommends student dismissal be staggered to ensure social distancing. Dismissal timing for students receiving OSSE transportation will be established on a school by school basis in collaboration with OSSE guidelines and established schedules. OSSE based transportation will be independent from other dismissal schedules.

Suggested Strategies

Each individual school's timeframe and wave dismissal cycles will vary based on the number of students assigned to attend school in-person on that day. Suggested strategies to structure the dismissal waves include:

- ***Dismissal by grade band***
 - Schools can determine wave cycle groups by grade band and align with dismissal such that the first wave of students to arrive are the first wave to be dismissed. For example (*times listed as examples only; they may not align with your dismissal timeframes*):
 - 3:15- 3:20pm: 6th grade dismissal
 - 3:20- 3:25pm: 7th grade dismissal
 - 3:25- 3:30pm: 8th grade dismissal
- ***Dismissal by Type of Departure***
 - With your school community in-mind, dismissal by type may streamline the dismissal process by ensuring only a few students are leaving per classroom around the same time. For example (*times listed for example only, they may not align with your dismissal timeframe*):
 - 3:15- 3:20pm: Dismiss students walking home
 - 3:20- 3:25pm: Dismiss students being picked up by a guardian
 - 3:25- 3:35pm: Dismiss students transitioning to after-school programming.

Walkie talkies will be used to communicate between key dismissal positions, including those coordinating OSSE transportation and to alert staff when the next wave of students may be dismissed.

Process Overview

Each individual school’s timeframe and wave cycles will vary based on the number of students assigned to attend school in-person on that day. Please complete the Student Dismissal checklist and section in the “Handbook- School Plan Template” document to complete your school-specific plan.

Secondary Dismissal Steps – Student & Staff Roles			
Step	Student	Secondary Staff	Self-Contained Program Staff
1	Students wait in class for dismissal with belongings packed.	Coordinating with staff to follow staggered release schedule.	Coordinating with staff and communicating with guardians to assess when to send student with escort.
2	Student Wave Dismissal (schools determine waves).	Staff will be posted throughout the hallways to supervise students.	Escorts will take student to the bus if bus driver cannot provide that support. For students with guardian pick-up, self-contained classrooms will use an escort system to take students to the exit to meet guardian.
3	Final wave (recommended those transitioning to after care in the building)	Staff will be posted throughout the hallways to supervise students. After school programming staff will be prepared in the classroom to receive students.	Self-contained classrooms will use an escort system to transition students to after school programming.
4	OSSE Transportation	Staff will support OSSE transportation as needed and coordinate to get students safely to bus.	

Supply Needs

Central Office will procure these items for schools to support the dismissal process:

- Walkie talkies
- Social distancing supplies (e.g. floor disks, etc.)
- Hand sanitizer
- Disinfectant wipes

Transportation

To keep all students and staff safe, additional steps will be required before students can enter the bus and during travel on the bus.

Key Information

- All staff and students are required to wear a face covering or mask, unless an exception applies. Details in Personal Protective Equipment (PPE) section.
- Students will be seated every other seat to follow social distancing guidelines.
- Buses will receive a daily enhanced cleaning.
- Swing space pick up areas will be staffed, and social distancing guidelines will be followed while students wait for the bus.

Process Overview

Please complete the Transportation checklist and section in the “Handbook – School Plan Template” document to complete your school-specific planning.

OSSE & Swing Space Transportation			
Step	Student	OSSE Specialized Transportation	Swing Space Transportation
1	Students are evaluated for symptoms and receive a temperature check prior to boarding.	Information on this health screening will be provided to families as part of their return to school toolkit. See Health Screening and Safe Hygienic Practice section. Health screening and temperature check completed prior to student boarding bus at each pickup site.	Information on the OSSE “Ask, Ask, Look” protocol will be provided to families as part of their return to school toolkit. See Health Screening and Safe Hygienic Practice section. Health screening and temperature check completed prior to boarding bus at the home school site (prior to transfer to swing site).
2	Students receive hand sanitizer.	Hand sanitizer will be provided to students as they get on the bus.	Hand sanitizer will be provided to students as they get on the bus.
3	Students receive a mask.	If a student does not have a face covering, a non-surgical face mask will be provided as they enter the bus.	If a student does not have a face covering, a non-surgical mask will be provided after they receive sanitizer and before they wait in line.
4	Students sit on the bus in accordance with social distancing protocols.	To follow social distancing guidelines, every other seat will be utilized and there will be no sharing of seats.	To follow social distancing guidelines, every other seat will be utilized and there will be no sharing of seats.

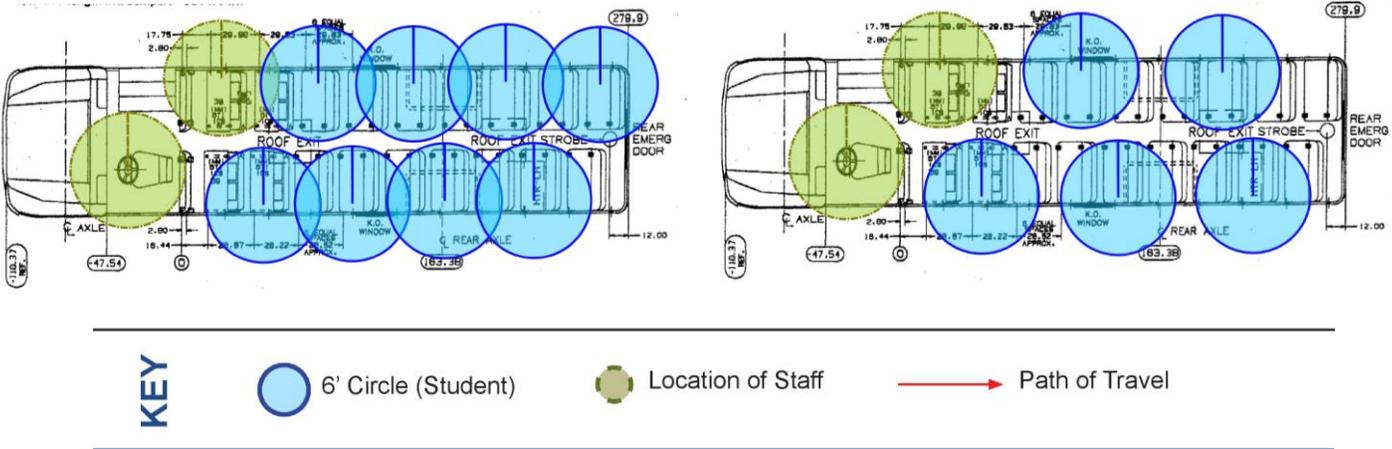
			To the extent possible, student seats should be assigned so that students sit closest to their classmates to limit cohort mixing.
5	Students exit the bus in accordance with social distancing protocols.	Students should be released in an orderly fashion with students in the front of the bus released first, maintaining social distancing protocols.	Students should be released in an orderly fashion with students in the front of the bus released first.
6	Enhanced cleaning occurs.	School busses will receive an enhanced cleaning daily.	School busses will receive an enhanced cleaning daily between student cohorts in the AM and PM.

Supply Needs

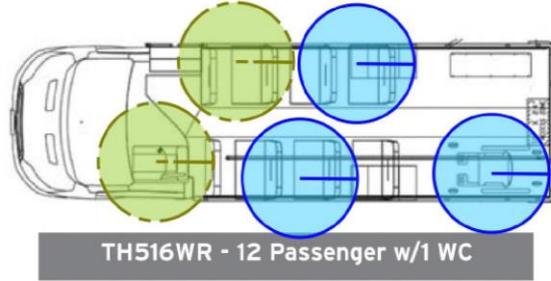
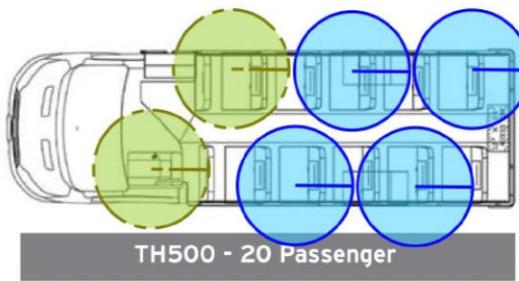
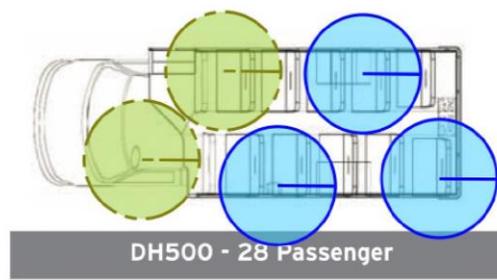
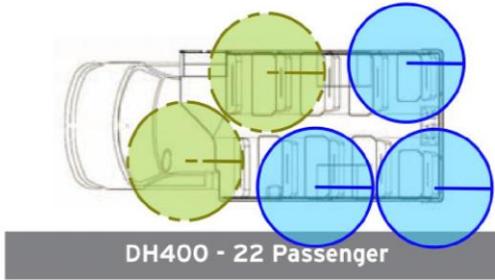
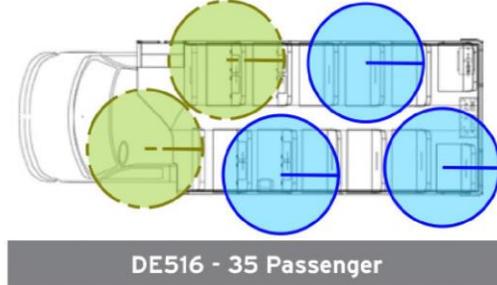
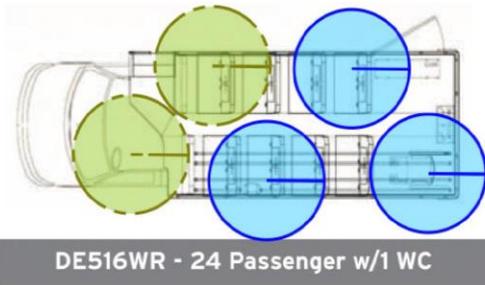
Central Office will procure these items for schools to support the transportation process:

- Social distancing supplies (e.g. floor disks, etc.)
- Hand sanitizer
- Non-surgical masks
- Thermometer
- Disinfectant wipes
- Cleaning supplies
- Gloves

Example Diagram – Social Distancing on Swing Transportation Buses



Example Diagram – Social Distancing on OSSE Special Education Transportation Buses



KEY

6' Circle (Student)

Location of Staff

Path of Travel

Student Learning & Services

Term 1 – Meal Sites & Services

Meal sites are a core service DCPS provides students and families in a virtual-only model. This section provides guidance on how to oversee these sites and effectively partner with community organizations working towards the same goal of feeding students and families in the District.

Key Information

- Since March, DCPS has hosted meal sites at 30 of our schools.
- Effective August 31, DCPS expanded meal sites to 47 schools to support students during the virtual learning timeframe.
- Meals will be prepackaged and unitized for rapid pick up.
- Meal accountability will be taken by food service workers.
- All foodservice staff must adhere to safety and hygiene practices.
- For approved in-person programming during term 1, Food & Nutrition Services will coordinate directly with school leadership to develop a meal distribution plan.
- Term 2 guidance for meal sites and services is forthcoming.

Meal Service Guidance – Term 1

- Meals will be available between 10am- 2pm daily (Monday- Friday) to all youth ages 18 under.

Meal Pick Up

- Youth ages 18 and under, or their guardian will go to one of the 47 meal sites.
- Youth will receive up to 3 breakfast and lunch meals at a time.
- Students can pick up their meals directly or guardians may pick up meals on behalf of their student.

Dietary Accommodations

DCPS will fulfill all dietary accommodations. Once a dietary accommodation form has been submitted (form information [here](#)) either a Food & Nutrition Services, SodexoMAGIC, or DC Central Kitchen staff member will follow up with the guardian to coordinate meals accommodations and location pick-up.

Meal Price and Payment

Breakfast and lunch will be free of charge to all youth through December 31, 2020.

Additional Food Resources

For additional meal resources, DCPS encourage families to visit <https://coronavirus.dc.gov/food> for more information including grocery delivery sites, Pandemic EBT, and more.

Term 2 – Technology Preparation

Access to technology is critical for student learning and development during this period of learning. Guidance on access and use of technology to reach DCPS learning platforms will be covered in this section. Due to certain pending decisions and technical processes that are close to being finalized, some components of the guidance are forthcoming.

Key Information

- DCPS is highly focused on ensuring every student has access to a device. The focus is on distribution, technical assistance support, and device cleaning.
- Forthcoming technology and device guidance will cover student and staff consequences for not following device maintenance standards and what devices are expected to be used at school sites as compared to at home (if students will be coming to schools during the virtual learning model).

Distance Learning – Student Device & Internet Needs

Schools must assess student need for devices to loan devices to students in grades PK3-12 who either do not have a dedicated device at home for distance learning or share a device with one or more DCPS student in the household. Based on the guidance on which devices can be distributed, school can only loan new or re-imaged devices. New device allocations are being assessed based on school- and student-need.

Device technical support and internet technical support information is provided in the *SY20-21 School Device Distribution* document.

Student & Families Device Responsibilities for Distance Learning

Students and families are responsible for their device according to the terms of the Student Responsible Use Agreement. Students and families are expected to return the device upon request by DCPS (e.g. at the conclusion of distance learning or if students are transitioning out of the school). Students and families that fail to respond to requests for the device will receive a Notice of Intent to Initiate Recovery Process from DCPS (forthcoming) requiring them to respond and notifying them that a police report for a lost device will be filed within seven (7) days.

Students should report to their school within 24 hours if a loaned device has been lost or stolen. ELI devices are covered by Absolute for theft and the instructions for submitting a claim can be found at <http://DCPS.Tech/lost>. Most importantly, either parents or the schools must file a police report within five (5) business days of the day the device was lost or stolen to be eligible for Absolute's Service Guarantee which will provide a reimbursement if a device is not located using Absolute's tracking technology within 60 calendar days.

For devices not returned, DCPS has developed a "Request to Return Dcps-Issued Device And Notice Of Intent To Initiate Recovery Process" document that schools can issue to parents or guardians who have not returned a device upon request. Please see a template version of the letter [here](#). The letter should be populated with student and device information before being sent home.

CARE and In-Person Learning – Student Devices

- Students will use DCPS-issued devices for the Student CARE model. Personal devices are not permitted for use in the Student CARE model; students should be provided with a DCPS device if they were using a personal device at home. Approved models are the Microsoft Surface Go, Dell 3380, Lenovo 300e and Apple iPads (PK3-4 only).
- **Students participating in the CARE model or the In-Person Learning model** who have DCPS-issued devices at home will return their devices to school and those devices will remain at school (i.e. they will not be transported back and forth each day).¹
- Every student must be assigned a dedicated device and headset which will remain at the school and used by the same student every day. Devices will not be shared between students during the day. If a device must be transferred from one student to another, the device must be cleaned using alcohol-based wipes containing at least 70% alcohol (per CDC guidelines) prior to providing to a new student. Dry surfaces thoroughly. Follow the manufacturer’s guidelines for additional cleaning steps; these are found in the Term 1 Technology guidance of the COVID-19 Operations Handbook for more detail.
- Devices should be locked in a classroom or in a locked cart at the end of each day. If devices are in carts, they will be distributed each morning before students arrive. Devices stored in carts overnight will not be charged because chargers will remain at student workstations in classrooms.

Other CARE Classroom Technology Equipment Needs

To help you prepare your Student CARE learning spaces, DCPS IT will provide you with the following items. These items are being ordered and are expected to arrive in schools by the week of November 2nd. Some items may arrive in multiple shipments (one by early November and one by late November) because of the availability of supply.

- 1 headset per student
- At least two (2) 15-ft Surge Protectors (6 power outlet capacity) per learning space/classroom
- Four (4) 60-inch rigid low-profile cable protectors per learning space/classroom

Term 2 – School Technology Readiness Checklist

Finally, you can prepare for the Student CARE model by completing the following checklist. The checklist must be submitted for review [by completing this form](#). DCPS IT and OCTO will review your school’s submission to determine appropriate support and technician needs. **Classrooms with working interactive boards should be prioritized for in-person instruction.**

Items to Review Prior to Designating Learning Spaces

- **Charging/Power**
 - Are the outlets in the room working?
 - If not please record the location (school, room #, general location of the outlet)

- Check device inventory. Have there been major changes?
- Have you seen an increase in the amount devices being replaced weekly?
- Review and notate how many devices (i.e. Tablet, iPads, desktops, etc.) are on hand.
- Recheck your power cord stock (Surface Go, Dell 3380, iPad, Lenovo 300E).
- **Phones**
 - How many of your designated learning space have phones?
 - For each learning space that has a phone, please check that the phone is powered on and connected. If there is an issue, please provide the room and location of the phone.
- **Printers**
 - How many teachers need to be connected to a network printer?
- **Nursing Suite Check**
 - Check LAN/wireless connectivity in the suite
 - Check that the phone line is operational
 - Check that the fax line is operational
 - Check that printer is connected and working

Overview of Classrooms & Learning Spaces

How teachers and school staff prepare to use classroom and learning spaces will shift in significant ways when accounting for the COVID-19 health guidelines provided by the CDC and DC Health. Students spend most of their day in their classroom, so creating a safe and nurturing environment is critical to their physical and mental well-being.

Key Information

- In-person learning in general education settings will be limited to small group cohorts comprised of students and instructors and follow DC Health guidelines (no more than 12 individuals (staff and students) clustered in one room, with an additional staff member (13 total individuals) added to the group briefly), with smaller student cohorts in self-contained programming.
 - Specifically, our modeling allows for 11 students for 1st-12th classroom cohorts, 10 students for PK4-K classroom cohorts, and 8 students for PK3 classroom cohorts.
- Students will learn in their classroom cohorts, with teachers and staff pushing in when needed.
- Classrooms will be arranged to facilitate social distancing prior to the start of the school year by the custodial and operational staff with support from teachers when needed.
- Good hand hygiene will be reinforced, and regular use of hand sanitizer is recommended.
- Staff may need to periodically support with cleaning surfaces and high-touch areas in classrooms.
- Students should avoid sharing supplies as much as possible. All shared supplies must be cleaned as much as possible between student use with staff support. .
- Additional guidance on student and staff movement within classrooms, self-contained SPED classrooms, related services, arts programming, and physical education and recess is forthcoming.

General Guidance

All Classrooms

- Furniture must be arranged to facilitate social distancing. Additional signage can be used to create age-appropriate learning settings for students that encourage social distancing.
- Students need designated spaces to keep their own supplies to reduce sharing.
- Teachers should be equipped with a stock of essential cleaning materials to always have on hand. They also need to have water and water cups accessible. Supplies will be provided by central office to schools to distribute to classrooms.
- Hallways transitions, facilities use, and water use rules must be reinforced and explained daily to students.
- Elementary – Student Storage Spaces & Cubbies
 - Depending on the grade band, students will be expected to keep their learning materials either at home or in the content classroom in which the materials belong.
 - Teachers should account for this space need as they build out their classroom in a socially distant manner.

- Students should practice social distancing when accessing items in their storage cubes.
- Secondary – Lockers
 - Due to the close proximity in which they will bring students and their potential to be high-touch surfaces, lockers should not be used during the school day. Depending on the grade band, students will be expected to keep their learning materials either at home or in the content classroom in which the materials belong. Teachers should account for this space need as they build out their classroom in a socially distant manner.

Additional Guidance

Self-Contained Special Education Programs & Related Services

- Self-contained students will return at half of the instructional cap at a time. The whole staffing team will be in place to support student needs.
- Classrooms may need additional cleaning due to a higher volume of shared supplies, materials, medical or support equipment, surfaces, and high-touch areas.
- Classrooms will be supported with additional cleaning supplies as needed.
- Additional enhanced PPE will be provided to accommodate staff and student needs.

Specials

- Each specials option will be assessed based on health guidelines and will only be allowed if students and staff can be safe during learning (e.g. choir will be cancelled because health guidance says singing transmits the virus easily).
- All specials will be taught in the student’s classroom, with staff rotating into the room.
- All specials materials must be cleaned between student cohort use.
- Based on school staff and facility capacity, school leadership may elect to conduct specials in an outdoor space.

Outdoor Spaces

- Outdoor Instruction
 - The tents utilized during arrival to protect students when they are in line can be repurposed to create coverage in the school field (if the school has one) to create an outdoor learning space.
 - It is highly recommended that schools take advantage of outdoor instructional opportunities as circumstances permit.
- Elementary – Recess & Physical Education (PE) are allowed if health guidelines are followed.
 - General Guidance
 - Students should only play with those in their cohort. Students should wear face coverings or masks and be spaced at least 6 feet apart in their activities.
 - PE guidance is being developed on how to keep students physically active in their own “circles of space” (e.g. yoga, individual activities in marked off spaces). This

guidance may also be sent to families for students to use at home on their virtual days. This guidance can also be applied to recess activities.

- Students should wash/sanitize their hands upon building re-entry.
- Face Coverings or Masks
 - When participating in physical activity (e.g., recess) outdoors if social distancing of at least 6 feet is feasible, face coverings do not need to be worn. When outdoors but *not* participating in physical activity, face coverings should continue to be worn.
- Outdoors
 - Outdoor recess is highly encouraged if the school has a field for use.
 - Students should not be sharing equipment (e.g. balls, toys) during recess to the extent feasible.
 - Students can use the play structures on school grounds.
- Indoors
 - If inclement weather or lack of outdoor field place are constraints, schools may use the gymnasium for recess. Social distancing should be enforced to the greatest extent possible.
 - An indoor space can only be used if outdoor space isn't sufficient or weather doesn't permit use.
- Locker Rooms
 - Locker rooms cannot be used by students as they bring students into proximity that is too close to abide by health and social distancing guidelines.

Supply Needs

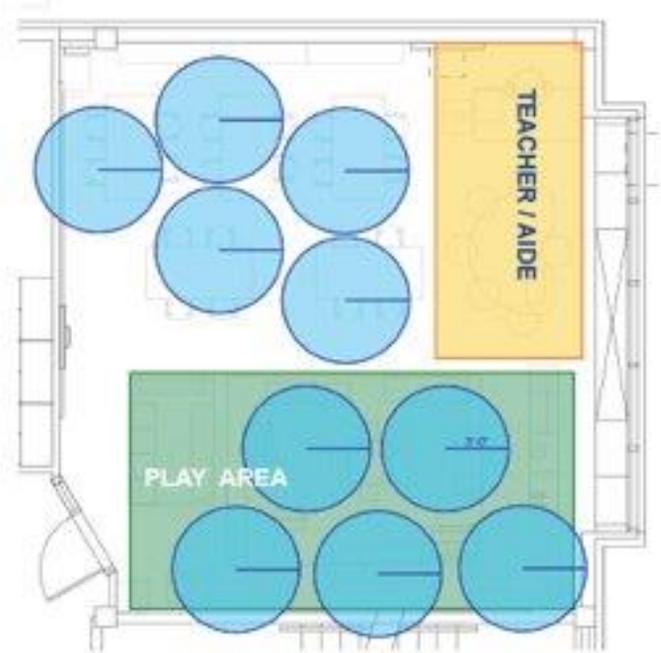
Central Office will procure these items for schools to support learning spaces:

- Hand sanitizer
- Disinfectant wipes
- Gloves
- Trash bags
- Additional social distancing supplies (e.g. string, floor tape, etc.)
- Health & hygiene information signage
- Tents

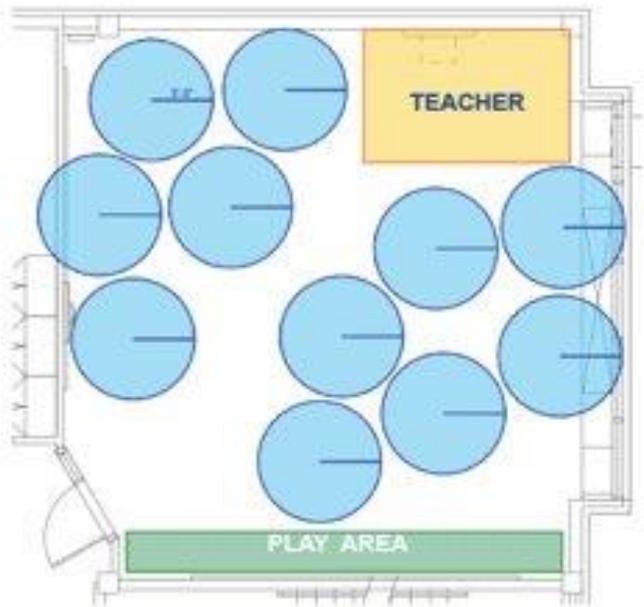
Example Diagrams – Elementary Classrooms

These are example diagrams of how classrooms and furniture can be arranged in accordance with social distancing guidelines.

Typical Pre-K and K Classroom with 770 square feet, 10 students and 2 adults.



Typical 1st- 12th grade Classroom with 770 square feet, 11 students and 1- 2 adults.



Early Childhood Education

This section is intended to provide Pre-K staff with ECE-specific guidance for re-opening and operating their classrooms within the context of the COVID-19 pandemic.

Key Information

- Guidance is structured into these components:
 - Basic Hygiene Practices
 - Teaching Basic Hygiene Practices
 - Classroom Design & Environment
 - Daily Schedule & Routine
 - Maintaining a Clean Classroom Environment
 - Essential Safe Practices
 - Interactions
 - Family Engagement
- Additional guidance will be provided as needed whether due to changing health guidance or adjustments to the DCPS learning model.

Basic Hygiene Practices

Classroom Entry

When children enter the classroom, they should immediately place their belongings in an area that is only for their use (like a cubby) and wash their hands at the sink or with hand sanitizer.

Student Health Monitoring

Throughout the day teachers should monitor children’s health status and be alert to signs of illness, including observed changes in behavior (lethargy, unusual fatigue, unusual irritability, behavioral regressions such as crying, resistance to tasks, clinging); loss of appetite; rashes or blotchy skin; shortness of breath; cough, vomiting, or increasing congestion. Additional information on daily health monitoring within early care settings can be found [here](#).) If a child displays any of these potential signs of illness teachers or instructional aides should escort the child to the school nurse and/or isolation space.

Face Coverings and Face Masks

Adults should wear face coverings at all times while on duty. Per CDC and OSSE guidance, two-year-old children should not wear masks. Three-to-five-year-old children should wear masks to the greatest extent possible and when feasible and developmentally appropriate based on the developmental level and needs of the individual child, following the [CDC Guidance](#) -

“Younger children (e.g., preschool or early elementary aged) may be unable to wear a mask properly, particularly for an extended period of time. Wearing of masks may be prioritized at times when it is difficult to maintain a distance of 6 feet from others (e.g., during carpool drop off or pick up, or when standing in line at school). Ensuring proper

mask size and fit and providing children with frequent reminders and education on the importance and proper wear of masks may help address these issues.”

Pre-K children should be provided with a new mask each day and should be supported in wearing the mask appropriately through developmentally appropriate instruction and reinforcement. The face mask will be provided for students during the arrival process. **Children should never wear face masks while napping.** (See OSSE Division of Early Learning’s COVID-19 guidance [here](#); CDC guidance regarding young children and masks [here](#); and the American Academy of Pediatrics guidance [here](#).)

Note: Young children often lack mature self-regulation skills and impulse control. Because understanding the appropriate use of masks and tolerating their use can be challenging for young children, teachers should use positive and affirming language and developmentally appropriate instruction for reinforcing the importance of wearing a mask. Resources that teachers can use to support children in wearing masks can be found in the ECE Canvas teacher toolkit resources.

Handwashing and Hand Sanitizer

Handwashing should take place when students enter the classroom in the morning; before and after meal times and restroom use; after any time that they have placed their hands in or near their mouths; and frequently throughout the day. Children should be provided with instruction and frequent guidance and reminders on [proper handwashing technique](#). If soap and water are not available, and the hands are not visibly dirty, an alcohol-based hand sanitizer that contains at least 60 percent alcohol is to be used. This should only be used by a child under very close observation from a staff person or parent/guardian and follow the manufacturer’s instructions: Young children should never use hand sanitizer without adult supervision, and hand sanitizer should be stored out of children’s reach and put away after use. (Additional information about the use of hand sanitizer with young children can be found [here](#).)

Naps

During nap time, mats or cots should be spaced six feet apart whenever possible. Where that is not possible, mats or cots should be placed head-to-toe. Mats or cots should be labeled with the children’s names and used by the same child each day. Mats or cots should be wiped down with a disinfectant wipe before and after each use by classroom staff. Blankets, sheets, pillows, etc., need to be stored individually (within a child’s cubby or backpack) in order to avoid cross-contamination, and should go home for washing weekly and/or if a child displays symptoms, they should go home with the child the same day upon dismissal.

Diaper Changing and Toileting

The virus that causes COVID-19 is spread from person to person, mainly through respiratory droplets produced when an infected person coughs, sneezes, or talks. There is no evidence that the COVID-19 virus can be spread through urine or feces or that diaper changing presents a greater risk of virus transmission than other activities which require close contact. In order to minimize the risk of the transmission of any bacteria or virus during the diapering / toileting process, staff should always use [Standard Precautions](#) (also referred to as Universal Precautions). Standard Precautions include thorough handwashing, the use of non-porous gloves, and the cleaning and sanitizing of diapering surfaces. CDC guidance on appropriate diapering processes

can be found [here](#), and additional information on Standard Precautions can be found [here](#). Because the diapering process typically requires close face-to-face contact with a child, DCPS will be providing face shields for use as an additional safety measure. (See the DCPS [COVID-19 Operations Handbook](#) for information regarding the general cleaning/disinfecting of the restroom (toilet, sinks).

Meals

Although meals should continue to be served in the classroom, DCPS ECE classrooms should not be implementing “family-style meals” in the traditional sense while the spread of COVID-19 remains a concern. Instead, all meals should be served by staff to children in individual portions on a plate for each child, rather than through shared containers. Prior to each meal staff should thoroughly wash their hands and ensure that children do the same. Staff should also ensure that tables and chairs are cleaned and sanitized before and after each meal. Children should not be serving themselves, and the use of communal bowls, plates, or serving utensils should be prohibited. Children and staff should wash hands again after eating, and staff should ensure that tables and chairs are cleaned immediately after the meal. Because meal-time is a time when children may be frequently putting their hands in their mouths, staff should take steps to maximize social distancing during this time by maximizing spacing between children. Children should be seated one-per-table, when possible. Where this is not possible, staff may consider staggering meal-times or using plastic barriers between children. [OSSE](#) has provided additional meal-time guidance for early childhood settings. Toothbrushing should be eliminated from the daily routine until the COVID-19 risk subsides.

Social Distancing

Consistent six-foot social distancing may not be feasible for very young children, as they generally lack the spatial awareness to understand such distancing mandates and the self-regulation that would enable them to consistently maintain such distance. However, teachers should strive to implement social distancing among children in developmentally appropriate ways by planning activities that do not require close physical contact between multiple children; encouraging children to avoid close contact with their peers; and providing appropriate instruction and guidance that addresses why close contact should be avoided during this time. Teachers should also create a daily schedule and classroom design that encourages individual play and discourages close-contact play during this time. Early childhood programs should consider developmentally appropriate strategies and tools for helping children to understand and maintain appropriate distancing, such as the use of floor markers, hula-hoops, carpet squares, or cardboard butterfly or airplane “wings” that they can wear on their backs. (See images below.) Several prominent early childhood organizations, such as [NAEYC](#), [Head Start](#), and [The Early Childhood Connector](#) have provided additional strategies that may be useful in finding developmentally appropriate ways to address this topic with our youngest students.

Note: Young children are curious and often eager to get up close to explore and to greet their friends. Children should be supported in understanding and implementing appropriate distancing, and teachers should use positive and affirming language and developmentally appropriate

instruction for reinforcing the importance of appropriate distancing, but teachers should not harshly reprimand or punish a preschool child for approaching a friend or an adult.



Teaching Basic Hygiene Practices

During the first days of school, and continuing as long as needed, teachers should introduce children to the expectations related to hand-washing, appropriate distancing, and appropriate management of coughs, sneezes, and runny noses through focused lessons that can include modeling, [books](#), and [social stories](#). Additional strategies for planning and implementing appropriate hygiene-related lessons will be shared on the ECE Canvas Teacher Toolkit.

Classroom Design and Environment

Early childhood teachers can also encourage appropriate social distancing by modifying their classroom environment and daily schedule routines to promote social distancing, in a developmentally appropriate way, and implement other strategies that minimize the risk of virus transmission.

Signs and Posters

Each classroom should post signs or posters in highly visible locations (e.g., entrance, restrooms, sinks) 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). Signs or posters can be provided by ECED or printed from the [CDC website](#) and should be placed at children’s eye level.

Materials

Teachers should modify their classroom environment and design in order to maximize social distancing and minimize the risk of virus transmission. The diagram below shows a typical Creative Curriculum classroom design, followed by a modified design to encourage social distancing. While COVID-19 remains a concern, teachers should remove the water table from the classroom, as many young children have a tendency to try to drink the water. Similarly, other objects that are likely to be mouthed by children, such as dramatic play materials (cups, plates, utensils, baby bottles, etc.) should be removed. If the classroom includes a music center, instruments that are likely to be in mouths should be removed. Materials that are often communal in early childhood classrooms and that are likely to foster hand-to-hand transmission of germs, such as modeling clay and writing utensils, should be removed from communal use, as should materials that cannot easily be wiped clean (plush toys, dramatic play clothing).

Examples of Items That Should be Temporarily Removed from Classroom Use

- Water table
- Kitchen items such as cups, utensils, and play food
- Baby bottles
- Communal modeling clay and playdough
- Mouthed musical instruments
- Plush toys

Individual Bins

Teachers should create individual boxes, bins, or bags of materials for each child, labeled with each child's name. These bins can contain the types of materials that are most commonly set out for communal use in the ECE classroom, such as playdough / clay, markers, scissors, crayons, pencils, and small manipulatives. When children return to the classroom, they should be provided with guidance on using the materials in their bins and avoiding touching other students' bins.

Classroom Centers / Interest Areas

Teachers should ensure that there are enough centers open to limit the number of children in each center to no more than two at a time. (At least five centers per classroom should make this possible, while classes are limited in the number of students per day.) Teachers should also consider the amount of space within each center, and make adjustments, if necessary, to ensure that children are not forced to work and play very close to each other while in the centers. While the spread of COVID-19 remains a concern, teachers are encouraged to ask children to remain in their chosen center for the duration of the center time, rather than moving from center to center. The water table and cooking center should not be in use during this time. Because the traditional kitchen area tends to include many items that children may be likely to put in their mouths, teachers may consider changing the dramatic play area to encourage children to dramatize other aspects of their lives (a store, a veterinary office, a theater, etc.)

Daily Schedule and Routine

Question of the Day / Journaling / Shared Writing

Teachers should provide children with individual materials for these activities in order to discourage sharing. For instance, children can be provided with individual bins or zip-lock bags that include the materials that they will need for the day (crayons, markers, pencils, scissors, etc.), or they can use individual dry-erase boards, labeled with their names, if those are available.

Whole-Group Activities

Teachers should avoid classroom activities that require children to be in close contact with each other or modify those activities in order to minimize the risk of virus transmission.

Morning Meeting

Teachers are encouraged to continue starting the day with a whole-group gathering, as this is an important way to build a positive sense of classroom community, promote the development of language and social skills, collaboratively plan for the day, and generally begin the day with a positive and joyful tone. In order to enable this to happen while also minimizing risk, teachers must spread the children out more broadly than would be typical, using, for instance, carpet squares or chairs, or conducting the meeting with children seated at tables or facing in the same direction. Alternatively, teachers may consider implementing the morning meeting in an appropriate outdoor space. Teachers may need to shorten morning meetings during this time, as children’s attention spans may wane more quickly while they are spaced further apart. Teachers should also be aware that some studies have suggested that singing may carry a greater risk of virus transmission due to the likelihood of the spread of droplets from the mouth during this activity. As such, teachers should eliminate singing from the morning meeting routine during this time.

Read-Alouds

Read alouds should continue to be an important part of the daily routine. In order to ensure that children are not placed closely together during a read-aloud, teachers can space them more broadly apart, as described above, or move from whole-group read-alouds to small-group read-alouds (2-4 students at a time).

Small-Group and Individual Lessons and Activities

Teachers are encouraged to minimize the use of the whole-group instructional format during this time and to increase the implementation of small-group and individual lessons and activities throughout the day. During center-time, the teacher or instructional aide can implement small-group or individual lessons while other students work and play in centers. Teachers may also divide the class into two small groups (which will be a maximum of four students per small group for Pre-K3 and five students per small group for Pre-K4) for lessons throughout the day, with the lead teacher working with one small group and the instructional aide working with the other group. As always, lessons and teacher-directed activities should remain short (10-20 minutes), appropriate to children’s ages and developmental levels. When lessons are conducted on the floor, duct tape or carpet squares can be used to help children maintain distance from their friends.

Outdoor Time

Per DCPS Operations guidelines, school playgrounds will be open and cleaned routinely. Use of playgrounds will need to be scheduled with school leadership in order to ensure that all classes have access and that there is no class cohort mixing on the playground.

Transitions

Transitions outside of the classroom should be minimized during this time, and limited to necessary transitions such as arrival, dismissal, and transition to outdoor activities. Effective transitions can be promoted through the use of strategies that encourage distancing among the

children. Duct tape can be used, for instance, to provide markers on floors. If teachers use a “walking rope” to support transitions, they should ensure that each child has his/her own handle on the rope, labeled with his/her name, and that they consistently touch only their own handle. The use of hula hoops, butterfly wings, or airplane wings, as mentioned above, can also facilitate appropriate distancing during transitions. Early childhood teachers must take extra precautions during this time to actively supervise all students, as additional spacing between children may increase the risk of students being briefly out-of-sight during a transition, and children must always remain in sight and sound supervision of staff.

Active Supervision

As always, active supervision of young children at all times is essential. Teachers must maintain sight and sound supervision of students at all times. Teachers and instructional aides should consistently implement “face to name” counting systems or other systems that enable them to ensure that every child is accounted for at all times, and especially during transitions. Teachers should remember to use a “face-to-name” or other supervision counting system to count each child at the beginning of each transition and when they arrive at their destination (and, to the greatest extent possible, during the transition process) to ensure that all children are present.

Maintaining a Clean Classroom Environment

Tables and Chairs

In order to maintain clean and sanitary learning environments, teachers and instructional aides are responsible for wiping down tables and chairs with a disinfectant wipe or other appropriate cleaning agent after each use.

Cleaning Bin

Teachers should have a bin in their classroom where they can place toys and materials that need to be removed for cleaning. Any material that has been placed in a child’s mouth, or that has been coughed or sneezed on, should be removed from use as quickly as possible and placed in the bin until teachers can clean it with soap and appropriate detergent. (See [here](#) for cleaning guidelines for the early childhood classroom.) DCPS will provide appropriate bins for this purpose.

Routine Cleaning of Classroom Materials

Frequently used classroom toys and materials should be cleaned either with soap and water or a disinfectant wipe. (Information on sanitizing and disinfectant products that are safe for use with young children can be found [here](#).) After cleaning, materials should be rinsed and air-dried. OSSE’s Division of Early Learning’s [COVID-19-related guidelines](#) provides additional guidance related to cleaning and disinfecting toys, as does the CDC’s [Guidance for Child Care Providers](#).

Essential Safety Practices

Active Supervision

It is essential that, during the pandemic and always while young children are in our care, all staff consistently implement active supervision practices. All PK classrooms should have a supervision system (“face-to-name” or “scan and count” system) that has been approved by the school leader and by ECED. This system should be consistently used throughout the day, and especially during transitions, to ensure that all students are accounted for at all times. (Teachers and school leaders may contact ECED if they would like assistance in developing and/or effectively implementing a supervision system.) Teachers should implement “sight and/or sound” supervision at all times (including during restroom use and naptime), ensuring that every student is within the teacher’s sight and/or sound at all times. Active supervision strategies include:

Setting up the environment so that staff can supervise children and be accessible at all times. Classrooms are kept clutter-free in order to support supervision and to ensure an environment that is conducive to learning.

Positioning staff (“zoning”) so that they can observe all of the children. Staff should be strategically positioned to be able to effectively supervise children while in the classroom, restrooms, hallways, playground, and other spaces.

Scan and Count so that staff consistently use “face to name recognition systems” in order to ensure that all children are present and accounted for at all times. Staff should regularly count children, always know exactly how many children are in their care, and ensure that those children are visible and present, at all times.

Listen so that staff are attentive to sounds in the environment that may indicate that a child is eloping or is otherwise in danger. Sound systems such as bells or alarms on doors will help indicate when a child has left the classroom.

Anticipate children’s behavior so that staff use their knowledge of each child’s development, abilities, habits, and proclivities in order to anticipate their behavior (running / eloping) and prevent potentially harmful behaviors.

Engage and redirect so that staff positively redirect children who are engaging in potentially harmful behaviors.

Interactions

As a reminder, it is more important than ever that all staff consistently engage with children in ways that are gentle, kind, and nurturing. Many of our young students will be returning to school having experienced stress and trauma, and many will be coming to unfamiliar buildings and greeting unfamiliar adults. Recognizing this, staff should remain cognizant of the need to prioritize children’s sense of physical and emotional safety in all interactions and should spend ample time early in the school year focusing on children’s emotional needs and their social-emotional development. As always, all adult-child interactions should be nurturing and responsive and should foster trust and emotional security; be language rich; promote critical thinking and problem-solving, social, emotional, behavioral, and language development; provide supportive feedback for learning; motivate continued effort; and support all

children’s engagement in learning experiences and activities. Program staff should never yell at, speak harshly to, or demean young children.

Family Engagement

DCPS recognizes the role of parents as children’s first teachers and children’s advocates and DCPS supports parents in meeting their family goals and playing a meaningful role in their child’s formal schooling. The practices that schools will be implementing during SY20-21 in order to ensure student, staff, and family health and safety will require new and different family engagement practices for our ECE programs. While home visits and family visits to the classroom will not be possible during this time, ECE staff can ensure appropriate communication, collaboration, and partnership with families during this time through the following strategies:

Virtual relationship building

As children return to the classrooms, teachers should continue to use a variety of strategies for building relationships with families virtually. Guidance can be found [here](#) and [here](#).

Virtual Introduction Videos

Prior to the return to classrooms teachers should create videos that introduce themselves and provide a guided virtual walk through the classroom and other ECE spaces and share the videos with families. This process can provide an initial step in familiarizing children and their families with their new teachers and learning spaces.

Outdoor Playdates

In-person teachers may consider finding opportunities to invite small groups of children (2-3 at a time) to school, with one caregiver per child, to meet their teachers and engage in structured play activities with them outdoors. During these playdates the lead teacher or instructional aide can escort each child, one at a time, and his/her caregiver into the classroom for an introductory walk-through to become familiar with the classroom.

Video-Chats and Phone Calls

Because parents will not be admitted to the classroom while concerns about the spread of the pandemic persists, teachers are encouraged to develop a regular schedule of video-chats and/or phone calls with parents in order to exchange information about the child and her/her development and progress in school, and to partner and collaborate in planning for the child’s learning at home and at school.

Outdoor Meetings

Depending on current health guidelines, teachers may be able to arrange meetings with parents that can be held outdoors, with all participants wearing masks and social distancing.

E-Newsletters and Posting of Classroom Videos

Maintain frequent and consistent communications with families by posting newsletters, photos, and videos on your CANVAS home page.

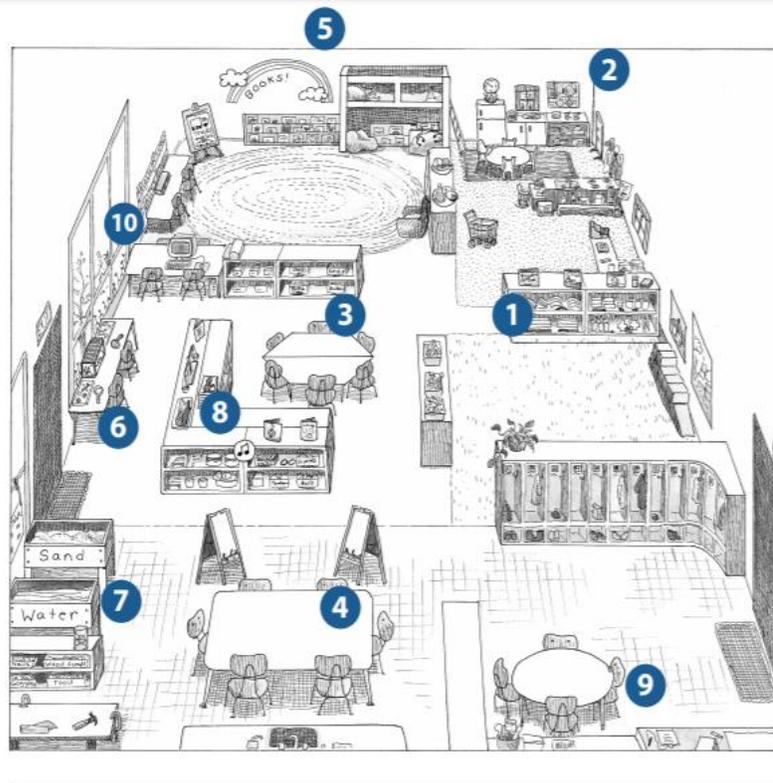
Parent Engagement Opportunities

Facilitated by Family Services Specialists, parents will have the opportunity to attend “live” virtual meetings with other parents on topics of interests. Additionally, webinars and other presentations that can be viewed individually will also be made available.

Parent Advisory Council

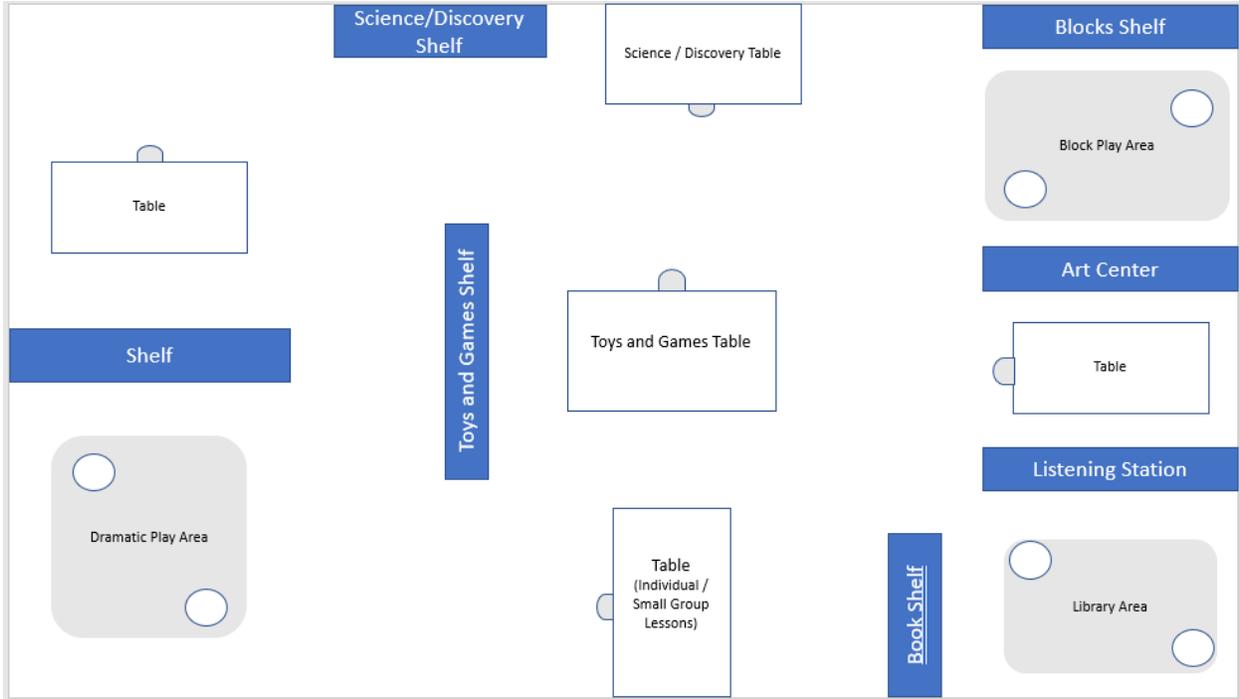
A Parent Advisory Council, made up of representatives from each school, will provide feedback and guidance to the Early Childhood Education Division on Pre-K-related policies and procedures. This group will meet monthly and will address topics related to virtual instruction, school re-opening, and general early childhood practices.

Typical Creative Curriculum Classroom Design



- | | |
|-------------------|-----------------------|
| 1. Blocks | 6. Discovery |
| 2. Dramatic Play | 7. Sand and Water |
| 3. Toys and Games | 8. Music and Movement |
| 4. Art | 9. Cooking |
| 5. Library | 10. Computers |

Sample Classroom Layout for SY20-21 In-Person Learning

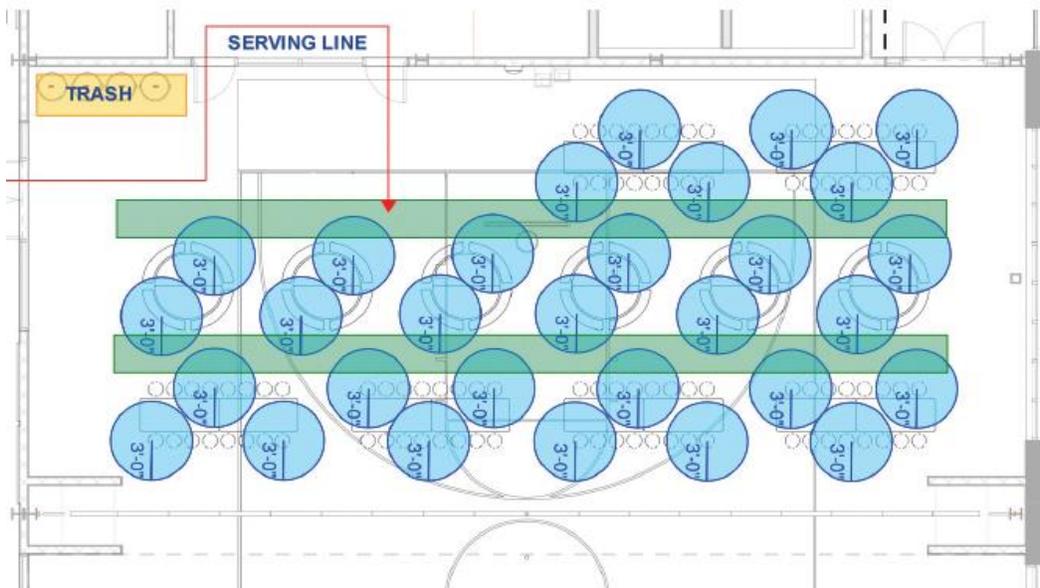


Appendix

Additional Resources

Cafeteria Diagram

The diagram illustrates how social distancing can be enforced in a large space, like a cafeteria.



[CDC Cleaning Guidance](#)

[CDC COVID-19 Guidance for Schools & Child Care](#)

[CDC Face Coverings Guidance](#)

[DC Health & OSSE Guidance on COVID-19 Response Protocols](#)

[DC Health Phase Two Guidance COVID-19: Guidance for Schools](#)

[OSSE Health and Safety Guidance for Schools: COVID-19 Recovery Period](#)

[OSSE School Health and Safety Frequently Asked Questions: COVID-19 Recovery Period](#)

[DC Health Phase 2 School Guidance](#)

[DCPS Return to In-Person Work Guidelines](#)

[Guidance on Masks and Other Face Coverings for the General Public](#)

For more information about face coverings or masks reference, see [Guidance on Masks and Other Face Coverings for the General Public](#).

[OCA Cleaning Guidance](#)

[Reopening Guidelines for DCPS Health & Physical Education](#)