Closing the Distance
Preparing for Reopening of City Schools

Fall 2020
Health and Safety Guide
Operating Procedures, Guidelines, and Best Practices
Summary of 11/4/2020 Updates:
Pg. 8- Added alternative approaches where six foot of distancing cannot be maintained in workspaces
Pg. 13 and throughout- Updated the definition of close contact
Pg. 20- Added statement of consequence for non-compliance with protocols
Pg. 22- Clarified that children of staff members can be present when there is no in-person learning
Pg. 27 and 28- Corrected the amount of time the Alpha HP needs to be wet on a surface to reflect 5 minutes as previously stated in earlier versions of this document.
Pg. 28- The installation of air purifiers was noted
Appendix D- Directions to create a classroom space plan added
Appendix G and J- Replaced alcohol wipes with disinfectant sprayed on paper towels
Appendix K- COVID response process visuals added
Appendix L- Chart of face coverings and PPE needed for special situations added

Fall 2020 Health and Safety Guide
Operating Procedures, Guidelines, and Best Practice for In-Person Activity

Forward
As Baltimore City Public Schools (“City Schools”) has begun the 2020-2021 school year in a virtual operating environment this fall, we realize that there are times when the school doors are open to the school community for a variety of reasons, including: staff seeking to use classroom resources, small group instruction for students, student assessment, meal service and device distribution, family support with enrollment and student records access, and student learning centers that offer safe spaces where students can use the internet to access virtual learning and access academic support and enrichment.
The reopening of school buildings, even in a limited way, is challenging and requires consistent commitment to health and safety protocols. It is essential that each school takes ownership of and responsibility for how we approach in-person services during the fall. Adherence to and clear communication of health and safety guidelines is imperative in order to keep staff, students, and communities safe.

These guidelines, grounded in science-based, expert guidance and real time experience from in-person operations in City Schools and across the United States and in other countries throughout 2020, serve as our best thinking on how to engage safely in the fall. The most recent updates supersede prior versions of these protocols and incorporate updates in alignment with recent guidance from the Maryland Department of Health and Baltimore City Health Department, as well as expanded cleaning protocols and updated delivery processes. As we continue to build our reopening strategy, we will continue to work with health advisors and monitor the latest information and guidance to refine our processes and protocols accordingly. Please check the City Schools website for the most up-to-date version.

The procedures outlined in this document will allow schools to continue to serve as anchors in their communities in a safe and healthy way during virtual learning. The implementation of these protocols has been focused mainly on school sites and we will continue to roll out the full complement of protocols in our non-school site locations over the course of the next few weeks.
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Core Principles
Preparation for the reopening of school buildings in the fall is guided by these principles.

Health & Safety: Maintain health and safety for all by ensuring proper safeguards

High-Quality Student Learning: Accelerate student learning and thriving

Equity: Provide the best learning environment to meet the needs of ALL students

Stakeholder Engagement: Engage with our stakeholders to ground our work in the needs of our students, staff, families, and communities and support all stakeholders in adapting to a new reality

Fluidity and Continuous Improvement: Apply best practices, research-based insights, and continue to iterate and be responsive based on new learnings and changing circumstances

Phases of Reopening
Given the volatility of the pandemic situation, our education recovery planning incorporates strategies that align with the following three phases. We anticipate shifting between these phases during the 2020-21 school year based on health and safety conditions and virus progression.

**PHASE I**
Virtual learning
- 100% virtual learning
- Limited in-person services
- Student learning centers
- May include small groups of students in-person as conditions permit (following health and safety measures per local and national guidance)

**PHASE II**
Hybrid model
- Medium-term recovery phase
- Mix of in-person and virtual learning occurs
- Option to continue 100% virtual learning available
- Health and safety measures per local and national guidance

**PHASE III**
A new normal
- Long-term planning
- Majority in-person learning with some virtual components
- Incorporate lessons learned and innovative efforts from virtual learning during Phases I and II
To that end, this document focuses its guidance for Fall 2020, which City Schools began in Phase I with all virtual learning and access to buildings to facilitate key services such as device distribution, limited staff access to buildings as necessary to access services such as wifi, meal service in an expanded number of meal sites, student learning centers, and, when approved, limited opportunities for student in-person engagement as appropriate.

General Health and Safety Guidelines for Schools

Social Distancing, Face Coverings, and Health Screenings

Key guidelines around social distancing, face coverings, and health screenings are below. To reinforce these policies, schools must post signage with reminders of protective measures and descriptions of how to prevent the spread of COVID-19 (See Appendix A for approved signage. Schools must post signs provided by the district and do not need to create their own.) When students are in the building, use instructional activities that match the developmental needs of students to teach precautions for self and others. Ensure communication is developmentally appropriate and accessible for all staff, families, and students, including those with disabilities.

Resources: Staff are to read these health and safety guidelines, which are posted on the Health and Safety Hub. Schools must review the below resources with all staff, students, and their parents/guardians, as they return to in-person work and learning and use these tools regularly to reinforce the protocols outlined below. Resources listed below can be found in Appendix A.

- Handwashing video
- Handwashing signage
- Face covering video
- How to cough/ sneeze into your elbow video
- Broadcast regular announcements on reducing the spread of COVID-19 on PA systems or during morning announcements. Ensure tone is positive.
- Social distance, face covering, hand washing, and COVID-19 symptoms posters

In addition, City Schools has launched an online module providing an overview of key aspects of these health and safety guidelines, which will also be posted on the City Schools Health and Safety Hub.

Social Distancing

Social distancing means deliberately increasing the physical space between individuals to limit the spread of COVID-19. Staying a minimum of six (6) feet away from other people and limiting time spent within fewer than six (6) feet to less than 15 minutes over a 24 hour period reduces the risk of exposure to someone who may be infected.

- Avoid handshaking and hugging – use other non-contact methods of greeting.
- Avoid congregating in large groups and do not gather together except for critical educational and operational purposes.
- Staff must not eat in the same room as another adult.
• If more than one team or team member is working in the same area, you may proceed with work if able to maintain a distance of at least 6 feet; if not possible, seek to use staggered work schedules, perform work in an alternative space within a department, or perform work in an alternative space in other parts of the building and return when you can maintain social distance.

• During the workday, limit trips outside your home only to and from your school building, as well as other school facilities as necessary to fulfill your job responsibilities, in order to limit exposure and potentially compromise other school buildings and worksites.

• Avoid using other workers' phones, iPads, desks, offices, or other work tools and equipment.

• Avoid group meetings whenever possible; use e-mails, phones, text messaging, web conferencing, etc. to avoid in-person contact.

• If you must coordinate teams in a building, space or area, or in-person meetings are unavoidable, maintain physical distance of at least six feet.

• Do not eat or share food during small meetings. Do not use shared utensils, tools, fidgets, or the like.

• To protect the health and safety of your school community, be careful to adhere to health and safety guidelines when you’re with your colleagues. Due to the strong ties that bind school colleagues, it has been observed that groups of adults who are comfortable with one another sometimes let their guard down regarding health and safety standards when they become reacclimated with in person work together. Staff must be vigilant about adhering to health and safety standards to protect their colleagues, school community and themselves. When a minimum of six feet cannot be maintained, such as when walking past each other or when an adult is supporting a student on their computer, keep the interactions to less than 15 minutes over a 24 hour period to not create a close contact.

Cloth face coverings and disposable masks

All staff, students, and visitors will be required to wear a cloth face covering or disposable mask when inside a City Schools building. Staff will be provided with two reusable face coverings and may wear their own mask that meets composition criteria. Each school site will also receive a supply of surgical or ear-loop masks to be stored and allocated to students or staff who may have forgotten or lost their mask and need one. School leaders should communicate the importance of wearing face coverings daily and continually reinforce the practice. School leaders and/or their designee are responsible for storing cloth face coverings and PPE in a secure location and distributing to staff.

• Designate a person to be in charge of storing face coverings and PPE in a secure location, distributing and monitoring the supply of face coverings and PPE, and requesting additional resources. There is a limited supply, and students and any other non-staff who enter a school building should be encouraged to come with their own.

• Maintain a log of individuals to whom all City Schools provided face coverings were distributed and keep log in the main office. See Appendix I.

• Extra face coverings should be stored in a locked location by the entrance used for arrival. If hosting in-person programming, face coverings should be on-hand during morning arrival for any child who arrives without one.

• For information on face coverings and other PPE needed for special situations see Appendix L.
Outdoor breaks are encouraged for staff or students to allow for taking a break from wearing a face covering as long as six feet of social distancing is consistently maintained. If a student needs a face covering break and going outside is not feasible, the break may be taken in a room with a closed door where the student can remove their face covering for brief break (in no circumstances longer than fifteen minutes) The adult who is supervising the student must remain at least six feet away and continue to wear their face covering. The supervising adult may also wear a face shield or goggles, if available.

City Schools provided face coverings:

- **Cloth face coverings**: These face coverings are reusable and should be laundered by the wearer between uses.
  - If staff choose to wear their own cloth face covering, the face covering should be made of at least two layers of tightly woven fabric that, when held up to the light, do not allow light through. Face coverings with exhalation valves should not be worn in schools.
- **Surgical masks or disposable ear-loop masks**: These will be provided as backup for when staff and students forget their mask. They can be worn for a single day and then disposed. If available, City Schools may provide cloth face coverings to be used as back up as well.
  - Please note, if you are hosting a family event such as a parent teacher conference or parent orientation that requires family members to be in the building, family members without a face covering should be provided a disposable ear-loop mask so they may enter the building. However, supplies are limited so schools should not regularly provide masks or cloth face coverings to anyone other than students and staff.

**Wearing of Cloth Face Coverings and Masks INDOORS**

Face coverings must be worn at all times inside school buildings when more than one person is in a room or when an individual is in a room (i.e., an office) and the door to that room is open. Face coverings must be worn at all times in any common spaces. The only exception is when eating during mealtimes.

- **Coverings must cover both the nose and mouth and fit snugly against the sides of the face without gaps.**

**Wearing of Cloth Face Coverings and Masks OUTDOORS**

- Cloth face coverings should be worn during arrival and dismissal as well as during all outdoor activity where maintaining social distance may be difficult.
- Create breaks in your schedule to allow students to go outside without their masks while socially distancing.

**Washing and Storing Cloth Face Coverings**

- Wash your hands thoroughly before putting on or removing face coverings and make sure to only handle them by their straps.
- Wash your cloth face covering daily.
- When face coverings are not in use, they should be stored in a clean place such as inside a clean, paper bag or breathable container.
Exceptions to face covering requirement

City Schools recognizes that some students may not be able wear cloth face coverings:

- Children under the age of 2 are not required to wear a face covering.
- Other circumstances in which mask accommodations for students may be considered include:
  - Students with intellectual or developmental disabilities that prevent them from wearing a face covering or from removing it without assistance.
  - Students with respiratory conditions that prevent them from wearing a face covering.
  - These students should wear face shields when possible.

Requests for Exceptions/Accommodations

- Parents/guardians who seek an exception/accommodation for a student age 2 or older should complete the Student Face-Covering Exception/Accommodation Request Form and submit it to their school principal or designee, who will consult with their CLN School Manager, ILED and other City Schools staff, as appropriate, in responding to the request. The school’s nurse also may be consulted for assistance.
- Exceptions/accommodations should not be granted automatically, as MSDE explains in a technical assistance bulletin on this topic.
- While a small number of students may be unable to use masks for medical or sensory reasons, for most, mask-wearing is a skill that can be taught using effective instructional practices. New skills and behaviors are developed and improved through a systematic process. This process includes identifying the desired skill or behavior, understanding the student’s baseline skillset, developing the plan to build or reinforce the skill, establishing the criteria for mastery, and evaluating progress.
- If the student has an Individualized Education Program (“IEP”) or Section 504 plan, school staff should review the IEP or Section 504 plan and engage in collaborative problem-solving with the student’s parents/guardians consistent with the IEP or Section 504 plan. If the parent/guardian continues to request a mask exception/accommodation after the school staff engage in collaborative problem-solving, the IEP or Section 504 Team must convene a meeting to review the request.
- If the student does not have an IEP or a Section 504 plan, the school should first consider whether the request triggers City Schools’ child find obligations under either the Individuals with Disabilities Education Act or Section 504. If so, school staff should initiate the child find process. If not, the school should engage in collaborative problem-solving with the student’s parents/guardians. If the parent/guardian continues to request a mask exception/accommodation after the school staff engage in collaborative problem-solving, school staff should then consider whether to develop a health plan, just as they would for other medical issues, such as a peanut allergy. The Director of Home and Hospital should be consulted and receive a copy of any health plan that includes a mask exception or accommodation.
- Staff in need of an accommodation. Staff must contact Equal Employment Opportunity and Title IX Compliance to request an accommodation at (410) 396-8542. (See Board Policy ACD)
- For certain populations, the use of cloth face coverings by teachers may impede the education process. These include students who are deaf or hard of hearing, students receiving speech/language services, young students in early education programs, and English-language learners. With approval, clear face masks can be used for an allowable amount of time, depending on the circumstances.
• School staff should collaborate with parents/guardians to reinforce proper use and removal of cloth face coverings, including the use of behavioral strategies as necessary to assist students with becoming comfortable wearing cloth face coverings.

**Face Shields**
The CDC does not recommend face shields as a substitute for cloth face coverings. However, there are some situations in which face shields may be appropriate for use in schools in addition to wearing a cloth face covering. The primary benefit of face shields is that they protect the wearer’s face from large respiratory droplets from other people. It is not known if face shields provide any benefit as source control to protect others from the wearer’s respiratory particles. Staff and students should not rely on face shields alone unless they have a medical condition or academic need that prevents them from wearing cloth face coverings and have obtained approval through the processes detailed above. The district will provide face shields to those employees who will need them pursuant to CDC guidance.

• Face shields or other forms of eye protection should be used when working with students unable to manage secretions or when sustained close contact with other people without the use of a plastic barrier cannot be avoided (such as during temperature screenings).
• Face shields should be worn in addition to a cloth face covering (or disposable mask or N95 or KN95) when staff are supervising students who are eating indoors and when working within six feet of students.
• When face shields are worn without a cloth face covering, they should wrap around the sides of the wearer’s face and extend to below the chin.
• Reusable face shields should be cleaned and disinfected after each use.
• Face shields should not be worn by infants.
Health Screening
Each school must designate a team of staff members to conduct health screenings [more than one staff member should be designated given the potential for absences] to conduct health screenings, and all people who enter the building must complete the health screening. It is recommended that schools identify a single door for staff, students, and visitors to enter through in order to guarantee that each person has been screened before entering. In the event multiple entrances need to be used, health screenings must be conducted at each entrance. The health screening process is outlined below. See Appendix J for screening questions and temperature check instructions.

Screening
- The health screeners should arrive on site early.
- The first two employees who arrive (including the health screener) should conduct the health screenings for each other. The health screeners should then conduct the screening for all other staff, students and visitors.
- Upon arrival, the health screeners should have their face covering on before entering the building, wash their hands, put on eye protection (goggles or face shield that fully covers the front and sides of the face), and disposable gloves. Follow procedures set forth above to put on PPE properly.
- All staff (including the principal, the custodians, the food and nutrition staff, the teachers, and any visitors including principal supervisors and district administrators), students, community members and any other person who enters the building must answer the health screening questions and have their temperature checked.
- All staff, students, community members and visitors should remain 6-feet apart and wear a face covering while waiting for the health screening process to be completed.

- For health screener:
  - After all screenings have been completed, remove and discard disposable gloves, clean and disinfect face shields or goggles and wash hands. Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- Visitors and Contractors:
  - During morning arrival, staff should be stationed by the door to conduct the health screening questions.
  - Throughout the day as individual visitors come to the school, staff must meet the person at the door to conduct the health screening and temperature check.
  - If contractors have entered the building prior to the staff’s arrival, the staff must conduct the contractors’ health screenings when the staff arrive. See Accessing Sites Safely – Visitors for details.

- Screening for delivery personnel:
  - Front door deliveries (external and internal delivery personnel): Deliveries are to be made to school staff at the front door without entering the building. If delivery personnel need to enter the school building, they are to proceed through screening. Schools must establish a means to collect items delivered, secure items and deliver to necessary area within school. A basket for mail and flatbed may be useful to keep by the front door.
• Deliveries to school kitchens: As food cannot be left in a non-temperature-controlled environment, contactless deliveries are to be made to the refrigerator/freezer. Vendors are to confirm with food and nutrition staff that daily screenings are conducted on delivery staff prior to arrival and provide their screening protocol. Upon arrival of a delivery, kitchen staff are to ask delivery personnel if they have been screened that day by their company (vendor). A log is to be kept of the vendor’s and delivery personnel's name. If not, the items are to be handed to kitchen staff at the door. If the screening has already been completed, kitchen staff should log the vendor’s and delivery personnel's name. Delivery staff is to perform a contactless delivery with delivery personnel in the building for less than 15 minutes and maintaining 6 ft of distance.

• Sites will continue to operate under the Food and Nutrition Services Hazard Analysis Critical Control Point (HACCP) Standard Operating Procedures, as approved by the Baltimore City Health Department Bureau of Environmental Health.

• Vendors are to notify Human Capital of suspected or positive COVID-19 cases among delivery personnel that have delivered to a City Schools facility.

Tracking Screening Results

• Schools should copy the provided Google tracker template into their own google drive or download it to create a school version of the file. Schools should use the school specific tracker to complete the screening for each staff, student and any other person who enters the building each day. This will generate an essential electronic record that will support the district’s ability to do contract tracing in the event that a member of the school community tests positive, so all people entering the building MUST complete the health screening check.
  o For details on how to handle visitors, see Visitor Security Procedures.

Screening Result Actions

• Staff or visitors who do not pass the temperature check OR who refuse to participate in the screening process must be denied access to the site and should be referred to their health care provider.
• Students who do not pass the temperature check OR who refuse to participate in the screening process should be asked to return home if their parent or guardian is still on site. If the parent or guardian has left, the student should be immediately sent to the wellness room until a parent or guardian can pick them up.

• For next steps for staff, students, or visitors who respond YES to the screening questions or do not pass the temperature check, please see the next Section.

Responding to a confirmed COVID-19 case or a COVID-19-like-illness

A COVID-19 like illness for the purposes of this document is defined as: Any new onset of 1 of the following: cough, shortness of breath, difficulty breathing, loss of taste or smell, OR At least 2 of the following: fever of 100.4 °F, chills or shaking chills, muscle aches, sore throat, headache, nausea or vomiting, diarrhea, fatigue, and congestion or runny nose.

Reinforce with staff and families that they should stay home if they have symptoms of a COVID-19 like illness, have been diagnosed with COVID-19, are waiting for test results, or have been exposed to someone with symptoms or a confirmed or suspected case. Appendix B provides the decision tree for how to respond to a student or staff member with symptoms of a COVID-19 like illness or someone who comes into close contact with someone with a COVID-19 like illness. Steps that must be taken include:

• For Students:
  1. If a student has an existing health condition on the COVID-19 symptoms list, screen for new symptoms only. For a more thorough consultation, the student can be referred to the nurse.
  2. If a student answer yes to any of the health screening questions, they must not enter the school facility (only if the parent is still there) or report to the Wellness Room to await pick up.
  3. If a student presents with any new symptoms of a COVID-19 like illness during the day, they should be isolated immediately in a Wellness Room (set up as described below).
  4. If a student is in the Wellness Room due to COVID-19 symptoms, parents must be called to pick up their child ASAP. The school nurse should communicate with the family about

SCREENING QUESTIONS

1. In the past 14 days have you had any new onset of any 1 of the following: cough, shortness of breath, difficulty breathing, loss of taste or smell, OR At least 2 of the following:
   ✓ fever of 100.4° or higher
   ✓ chills or shaking chills
   ✓ muscle aches
   ✓ headache
   ✓ sore throat
   ✓ nausea or vomiting
   ✓ diarrhea
   ✓ fatigue
   ✓ congestion or runny nose

2. Within the past 14 days, have you been waiting for a COVID-19 test result, been diagnosed with COVID-19, or been instructed by any health care provider or the health department to isolate or quarantine?

3. In the last 14 days, have you had close contact (within 6 feet for at least 15 cumulative minutes over a 24 hour period starting from 2 days before illness onset) with anyone diagnosed with COVID-19 or suspected of having COVID-19 (i.e., tested due to symptoms)?
testing options and provide the family with guidance around social distancing while test results are pending. The student and supervising staff are to continue wearing face coverings while the student is in the Wellness Room.

- For Staff/Visitors:
  1. If staff or visitors answer yes to any of the health screening questions, they must leave and not enter the building.
  2. If a staff member presents with any symptoms, they should notify the program administrator (using digital or physically distanced communication) and leave after consulting with the program administrator and ensuring alternative supervision for any students in their classes.

- Any staff, student or visitor with a confirmed case of COVID-19 or a COVID-19 like illness must report their case to their supervisor who will report the case to Office of Human Capital. See Reporting a confirmed case of COVID-19 or a COVID-19-like illness.

- The Office of Human Capital will then work with the school to identify all staff and students who have been in “close contact” with the person and will provide next steps in accordance with the Maryland Department of Health Decision Aid: Exclusion and Return for Laboratory Confirmed COVID-19 Cases and Persons with COVID-19-like Illness in Schools, Child Care Programs, and Youth Camps (Appendix B). The CDC defines close contact as any individual who was within 6 feet of an infected person for at least 15 cumulative minutes over a 24 hour period starting from 2 days before illness onset.

- All staff and students who have been in close contact with someone with a COVID-19 like illness or a confirmed case will then be notified by the Office of Human Capital that they must stay home for 14 days from the date of last exposure even if they have no symptoms or they have a negative COVID-19 test done during quarantine.

Reporting a confirmed case of COVID-19 or a COVID-19-like illness

If a student, staff person, a family member of a student or staff person, or any other person who has come into the building, believes they have been exposed to COVID-19, is seeking to be tested for COVID-19, or has been tested for COVID-19, the school site program administrator must notify the Office of Human Capital immediately by emailing HumanCapital@bcps.k12.md.us with “COVID-19” in the subject line or calling 410-396-8885. The Office of Human Capital will confidentially gather more information, determine appropriate next steps, and provide specific guidance to staff members who are affected.

The Office of Human Capital will also notify the Baltimore City Health Department upon becoming aware of a positive case. Please see Appendix K for additional information on the COVID response process.

Creating and using a Wellness Room

A Wellness Room is as a safe place for students who have answered YES to the screening questions or who feel sick during the day to wait for their parents.
• Schools need to identify a Wellness Room – near the building entrance or adjacent to the nursing suite if possible – to use for isolation.
• If the Wellness Room is separate from the nursing suite, identify a staffing plan to support monitoring of the student while in the room.
• The Wellness Room can accommodate only one person at a time. If multiple students have symptoms, the school should identify a backup Wellness Room and staffing plan for the second Wellness Room.
• A symptomatic student should remain in the Wellness Room alone. Staff may provide the student with reading material or other forms of work or entertainment (puzzles, Chrome Book, etc.), but staff should not be in the Wellness Room with the student.
• School staff should explain the protocols to students in an age-appropriate manner.
• The student in the Wellness Room should remain within eyesight of staff at all times. Staff should remain just outside of the Wellness Room to supervise the student and should continue to wear a face covering. If the door to the Wellness Room has a window, staff may close the door. If the door does not have a window, staff should leave the door ajar.
• After the student in question is picked up, custodians should clean and disinfect the Wellness Room while wearing gloves and a face covering. See Cleaning Protocols for detailed cleaning procedures.

Designing and Using Your Building in a Safe Manner
Over the course of fall 2020, we know that schools will be open to support a variety of operations. This will likely mean staff, visitors, and in some circumstances, students, will be present and will have to safely enter, exit, and navigate school sites. It is critical to ensure that safe use of space is thoughtfully designed and that expectations for navigating the building are clear. See Appendix A to support safe use of space.

To support safe building use, floor decals and signs will be provided to each school to use throughout your building to support consistent and clear expectations.

Building Design
In every building there are common spaces such as the front office, hallways, stairs, elevators, and bathrooms that visitors, staff, and students use. As we re-open spaces, we must be particularly thoughtful and careful about how we design such spaces and how we communicate expectations of people when in common areas.

Front Office
The front office is a highly trafficked common area in any school and often serves as a hub for resources, information, and administration of daily operations. Often, front offices are the first line of interaction when staff enter as well as visitors. As such, it is crucial to think about and design this area in a way that is safe and ready to receive guests, staff and students.
Providing Physical Barriers

In order to provide a physical barrier between visitors and staff, City Schools will set up portable plexiglass guards in the main office reception areas in all school buildings (schools are not responsible for this). This will allow schools the flexibility to set the barrier on the part of the reception area that is most suitable for the traffic flow in the main office.

Limiting Traffic and Waiting Rooms

To support safe and limited access to the front office, operating hours and procedures for accessing front office resources should be clearly communicated to families and staff. As much as possible access to the main office should be restricted – consider:

- Limiting the # of persons able to occupy the common space to be able to maintain six feet of social distancing.
- Posting signage about entry to the main office and indicate where the “line” to enter should be formed, admitting one staff member or visitor at a time.
- Instituting an appointment only protocol.
  - Please note however, that this may be difficult to implement with visitors who may not be aware of the protocol or who have limited means to set appointment hours, so exceptions should be provided in those circumstances.

In addition, to prevent gathering and crowding in other common spaces like hallways or lobby areas, consider creating a “Waiting Room” for staff or visitors seeking to enter the main office.

- These spaces should be as close to the main office as possible to limit access to other parts of the building and should not be spaces that will be used for in-person instruction (e.g. teachers’ lounge, parent room, etc.).
- “Waiting room” spaces should be clear of as much furniture as possible and set up with chairs that are a minimum of 6 feet apart. Chairs or seating must be made of plastic or materials that are easy to clean and disinfect. They also should not have other materials typically found in waiting rooms, such as magazines or literature, writing materials, etc.

Gathering and Meeting Spaces

Auditoriums, gyms, or other internal gathering spaces.

These spaces SHOULD NOT BE USED unless occupants can maintain 6 feet of distancing

- Ensure that the six foot social distancing requirement is maintained.
- These spaces may be used take movement breaks at a safe distance. Students should keep their masks on for movement breaks.
- Only use these spaces for one cohort at a time (except in emergencies) and clean all high-touch surfaces before another cohort enters.

Cafeterias.

These spaces should be used to support food service operations, meal site distribution efforts, or for student learning centers to support distance learning. These areas, both due to COVID and due to general food handling safety practices, must be frequently disinfected. Food Service staff must comply with Food and Nutrition Services Hazard Analysis Critical Control Point (HACCP) Standard Operating Procedures, as approved by the Baltimore City Health Department Bureau of Environmental Health.
Conference rooms and offices.
Use of technology should be prioritized for hosting meetings or having conversation between staff instead of in person meetings. If necessary, conference rooms and offices are acceptable locations to meet if staff are able to maintain a minimum of 6 feet of social distance. Also, if these spaces are used for small meetings, chairs made of plastic or other surfaces that can easily be disinfected should be used while chairs with fabric coverings should be avoided.

Entry & Exit, Hallways, Transitions, and Common Spaces
While use of common spaces should be minimized to reduce opportunities for germs to spread between those in the building, such areas are common and so will receive more traffic than individual classrooms or offices. Schools must implement tight procedures to minimize person-to-person contact in hallways and restrooms.

Entrance and Exit Points
To ensure you are aware of staff, students, or visitors coming and going from the site, limit the number of entry and exit points from the school.

- Identify, if possible, one main point of entry and exit and limit access to other points of entry unless a specific group needs such access. (For example, if food service workers need to have side door to the cafeteria open or if they enter through a kitchen area.)
  - Ensure the identified entry and exit point selected meets ADA compliance for safety and navigation for those with disabilities.
- Consider designating ONE door for entry and ONE door for exit to support general flow of traffic and to minimize the proximity of people when entering and exiting the building.
- Remember, EVERYONE must complete the health screening.
- Use the “6 feet” decals provided to each school or tape to mark six feet of spacing where people will wait outside of the door to enter and complete the health screening.
- Develop a plan to use shaded areas, overhangs, other coverings, etc. to provide protection in the case of adverse weather conditions. Position a person at the normal screening location to direct traffic to the new screening location should it change.
- If your school is a meal site, you should designate a separate area and entry point for that distribution as to not co-mingle students and staff with other students and adults not entering the building but just picking up meals.

Hallways
- Use the “6 feet” decals provided to each school or tape to mark hallways and entrances to indicate one-way routes and six feet of spacing where people may wait in line (at restrooms, classroom entrances, etc.).
- Post signs outside of each door, restroom, and other place where staff, visitors or students form lines to reinforce the importance of maintaining six-feet distance.

Water Coolers & Fountains
- Staff are encouraged to bring reusable water bottles each day.
- Disinfecting supplies should be placed next to the cooler to support regular cleaning between uses.
• Water fountains in common areas must not be used and they should be turned off at point of entry at wall.
• Custodians will be asked to pour water weekly or periodically in the water fountains at times to reduce back odors.
• Water fountains will be replaced with water coolers.
• Staff should schedule water breaks for students in any in-person activities and supervise usage as follows:
  o Staff should clean and sanitize water cooler buttons and nozzles/spouts, including trays, 2X to 3X daily.
  o Staff should wash hands with soap and water.
  o Staff should have each student hold their own bottle as it is refilled.
• The water cooler in the main office is for adult use only and needs to be cleaned and sanitized between use. Hands need to be washed before and after using the water cooler.
• A bottle of ALPHA-HP disinfectant shall be used by the custodians to clean and disinfect the exterior of the water cooler except (nozzles) 3X daily.
• Once a month, water coolers should be taken on the loading dock to be hosed down and thoroughly cleaned.
  Signage should be posted behind the water cooler reminding staff of best practices around use. See Appendix A

• Steps are to be taken to ensure water systems and features are properly addressed given the reduction in normal water use that accompanies a reduction in building use.
  o Custodians are to flush water faucets & fixtures twice daily throughout the building.
  o If pouring chemicals down the drain, please allow hot water to run for 10 minutes

**Stagnant Water and Health Risks: Flushing water faucets & fixtures throughout the building**

*Flushing Plan: [go.umd.edu/PurdueWaterReopening](go.umd.edu/PurdueWaterReopening)*
Stairs
- Where possible, stairs should be designated as one way (Up or Down).
- If that is not possible, consider designating certain staff use certain stairwells and when students are present, managing transitions to ensure only one cohort of students is using the stairs at time.

Elevators
- Elevators must be used by a maximum of 2 people at once.
- Elevator buttons should be regularly disinfected and wiped down.
- Signage for elevator capacity should be posted on or near each elevator. See Appendix F.
- Elevators must be wiped down every 2 hours. Please use checklist. See Appendix F.

Bathrooms
- Arrange bathroom breaks so that students are in the restroom one at a time.
- Place signs around restroom that remind staff and students to socially distance and how to properly wash hands.
- If possible, designate which people will have access to which bathrooms to minimize cross-contamination or consider only opening a limited number of bathrooms

Accessing Sites Safely
Site Access & Expectations – Staff, Visitors, Partners

School Staff – ALL Staff, Supervisors, Custodians, Food Services Staff

Staff Expectations to Support Health & Safety

1. ALL Staff are expected to:
   - Review the City Schools Health and Safety Protocols and adhere to them. Failure to comply with these protocols may require City Schools to take steps necessary to protect the health and safety of students and staff and the broader community.
   - Maintain a distance between all people of at least six feet except in special circumstances when maintaining the distance is not possible (such as assisting a student who requires wheelchair support, etc.) Ongoing situations where six feet of distance cannot be maintained require communication to and awareness of by the Office of Special Education.
   - Stay home if they feel sick at all and notify their supervisor.
   - Not engage in handshaking or any physical contact with anyone.
   - Not eat lunch or meals with others while on site.
   - Wash their hands with soap and water frequently for at least 20 seconds.
   - Use technology to communicate with co-workers as much as possible to avoid in person interactions.
   - Regularly disinfect common touch points, workspaces and devices, objects and surfaces including tools.
• Avoid touching your eyes, nose, and mouth with unwashed hands.
• Cover your cough or sneeze with a tissue, then throw the tissue into the trash.
• Wear a face covering in the presence of others and when navigating the building.

2. Supervisors are expected to follow ALL staff rules, as well as:
• Emphasize to employees that they are to stay home if they feel sick at all.
• Conduct spot checks to ensure staff are maintaining social distancing, washing hands, and disinfecting their workspaces.
• Ensure workspaces are following the guidance outlined in this SOP.
• Contact the Office of Human Capital by emailing HumanCapital@bcps.k12.md.us and include “COVID-19” in the subject line if an employee identifies that they are sick and are either going for testing or have tested positive for COVID-19. If you do not have access to email, you should call 410-396-8885 to connect with the Office of Human Capital.

3. Custodial Staff are expected to follow ALL staff rules, as well as:
• While people are in and out of the building, give attention to high touch points such as doorknobs, countertops, bathroom fixtures, door levers/knobs, faucet handles, water fountains’ drip pans and levers.
• Do not enter nor allow access to any space in the building unnecessarily.
• Increase the cleaning and disinfecting of high touch surfaces as outlined in the Cleaning Protocols.
• Use all cleaning and disinfecting products according to the directions as provided on the product.

4. Food Services Staff are expected to follow ALL staff rules, as well as:
• Support meal service operations, including meal preparation, transportation, tallying and service and additional COVID-19 pandemic related supplemental food resources, including bagging of groceries, receiving and distribution of food boxes and sidewalk pantry operations.
• Operate in compliance with the Food and Nutrition Services Hazard Analysis Critical Control Point (HACCP) Standard Operating Procedures, as approved by the Baltimore City Health Department Bureau of Environmental Health.

Staff Interactions
While it’s natural for colleagues to want to collaborate and communicate with one another in person, adult to adult interaction poses the highest risk of COVID-19 transmission. Therefore, all adult interaction that can be done remotely must be done remotely. For example, teachers should co-plan using video conferencing or the phone, administrators should hold staff meetings virtually, and staff should take the time to catch up with one another and check in with their colleagues via phone/video conference.

To support effective and safe staff interactions:
• Arrange or mark off seats to designate six feet in between.
• Coordinate schedules to stagger adult mealtimes.
• Eat outside as often as possible. Do not eat together in closed areas or rooms.
• Do not shake hands or hug – use other non-contact methods of greeting.
• Avoid congregating in large groups and do not gather together except for critical educational and operational purposes.
• Avoid using other workers’ phones, iPads, desks, offices, or other work tools and equipment.
• Provide a staff roster with contact phone number and email to ensure staff can easily reach out to each other via text, phone call or computer to connect with other staff members. This is to prevent adults from walking in the hallways to find and communicate with one another.
• When staff must interact with one another indoors and in person, face coverings must be worn, staff must remain 6 feet apart, and interactions should be limited to under 15 minutes.

As you set up systems and processes to support safe staff interactions, set aside time each day to connect with staff (virtually or outside) to review the social distancing protocols outlined in this document. Gather daily feedback on how these protocols are playing out in their classrooms and shared spaces and how students and staff are coping with the new procedures.

Visitors
All visitors must:
• continue to follow existing visitor policy guidelines.
• wear a face covering. Coverings must cover both the nose and mouth.
• maintain a distance between all people of at least six feet. Keep instances where distancing cannot be maintained (such as passing a person in the hallway) to less than 15 minutes.
• delay their visit and not enter the building if they feel sick.
• not engage in handshaking or any physical contact with anyone.
• wash their hands with soap and water frequently for at least 20 seconds.
• avoid touching your eyes, nose, and mouth with unwashed hands.
• cover coughs or sneezes with a tissue, then throw the tissue into the trash.
• wear a face covering in the presence of others and when navigating the building.

Not all visitors will have access to formal “masks.” Thus, bandanas, t-shirts, scarves, and the like are acceptable substitutes when they are folded to provide multilayer protection, cover the mouth and nose and fit snugly without gaps. However, because these other tools may not be as effective as a mask designed specifically for this purpose, staff should keep an additional distance from such visitors to support their health and staff health.
• Where visitors are unable to wear a face covering, schools are strongly encouraged to set up a virtual meeting. Where this is not possible, their visit should be by appointment only and should be in an isolated space of the building, ideally off the main office.
• It is a best practice to meet outside at least 6 feet apart.

Children of School Staff:
To support staff in being able to work as needed on site, children of staff members who are working in buildings without in-person learning are welcome onsite, with the approval of the staff member’s supervisor, under the following parameters:
• Children of staff members may accompany them if children are able to be under the supervision of the staff member at all times in an area free of safety hazards.
• Children of staff members must follow visitor safety protocols listed in this document.
• Children of staff members must not come in close contact (6 feet or less) with anyone not living in their household.
Children of staff members must be accompanied by their parent/guardian (or designee) for bathroom breaks.

Visitor Security Procedures:
Please follow these steps every time a visitor enters your building.

- Staff must complete the health screening questions and temperature check upon entering the building. See Appendix J for procedure.
- Once the health screening is complete, the visitor may enter the building in accordance with the visitor security procedures. See Appendix C for a refresher on these procedures.
- All visitors must check in at the main office and their ID must be scanned through the visitor management system. See Designing and Using Your Building in a Safe Manner – Front Office for details on how to set up your front office in line with social distancing guidelines.

Partners
Any use of City Schools facilities will be in accordance with Board Policy FKA and Administrative Regulation FKA-RA. This includes but is not limited to a user requesting a Space and Use Agreement (permit), obtaining recommendation from the school principal and paying any assessed fees.

The use of City Schools facilities is subject to change at any time based on additional executive orders from the Governor of Maryland and/or the Mayor of Baltimore City.

During the COVID-19 Maryland State of Emergency, it is the user’s responsibility to follow all CDC and/or state and local health department guidelines concerning social distancing, screening, and the use of masks or cloth face-coverings during your event/activity at all times, as well as all guidance outlined in this document. Partners must submit a written plan to Baltimore City Public Schools explaining the steps your organization will take to ensure compliance. It is also the partner’s responsibility to report cases of COVID-19 like illnesses or any positive COVID-19 test results from anyone in their organization/group and any participant to the Office of Real Estate and Permits the same day they are informed of the test results.

Baltimore City Public Schools reserves the right to limit any event/activity or cancel any Space and Use Agreement due to a positive COVID-19 test. See Appendix E for Activities and Stipulations allowable in Baltimore City Public Schools as of August 20, 2020.

In-Person Student Engagement
During virtual learning, we know that there may be some instances where schools open their doors to small cohorts of students for small group instruction or specialized instruction to meet their needs. In order to do this safely and effectively, we need to be thoughtful about how students enter and exit the building and how they are organized into classrooms throughout the day. These protocols also apply to the Student Learning Centers currently operated by City Schools in collaboration with the Baltimore City Department of Recreation and Parks. All schools seeking to offer in-person programming require central office awareness and approval.
Supporting Access to Programming

**Enrollment**

- Upon enrollment in the program, updated parent/guardian contact information in the event of an emergency should be collected. Schools should also ensure all immunizations are up to date and review all IEPs and 504 plans for students to ensure compliance and consider any specific updates or additional accommodations that may be necessary based on health issues of specific students.
  - Maryland Department of Health Immunization Requirements
- Families who participate in small group instruction must sign the COVID-19 Awareness Parent/Student Participation Acknowledgement Statement in Appendix H.

**Arrival & Departure**

- All school sites are contactless locations.
- All pick-ups and drop-offs will occur outside.
- All students entering the building will need to answer health screening questions and have their temperature taken. See Appendix J.
  - Students will line up outside of the designated arrival door to be screened.
    - Schools must set up 6-feet markers outside the door being used for arrival so students can wait in line safely to be screened.
    - It is recommended that students line up within their designated cohorts.
    - It is recommended that schools use a single point of entry for arrival in order to properly monitor social distancing and health screening. If multiple entry points are desired in order to create a faster flow of students into the building, complete health screenings and tracking must be instituted at each entry point.
    - Cones may be useful to support line management and social distancing.
  - If students answer yes to any of the health screening questions that student (if the parent is still there) should go home or report to the wellness room to await pick up.
    - See Responding to a confirmed COVI-19 case for guidance.
- Only students enrolled at the school site will be permitted into the school, barring any emergencies.
- Parents should ensure that anyone escorting their child to school is wearing a face covering when picking up and dropping off. If someone arrives without a face covering, the individual should be reminded that, in the future, they need to be wearing a face covering to pick up and drop off their student. In the meantime, ask them to stand aside at least 10 feet or more away from other students and family members.
- Students should all have on a face covering when being dropped off for school.
  - If a child arrives at school without a face covering, school staff should immediately provide the child with a disposable face covering from the backup supply issued to each school. No child should be in line to enter the building without a face covering and face coverings must be donned before the health screening occurs. Ask any student without face coverings to stand aside while a disposable face covering is provided.
  - Face coverings should not be supplied to family members who are without them as we do not have adequate supply beyond the two cloth face coverings we are providing for staff and the disposable face coverings we are providing students on days they arrive without a face covering.
• Arrival and dismissal should be staggered by cohort to avoid students from different cohorts mixing and should take place outside.

**Designing Cohorts and Classrooms for Safety**

In order to promote social distancing, students should be grouped into cohorts with consistent adult supervision and remain with that cohort and teacher and other designated staff (e.g. paraeducators) throughout the day. If other staff have to step in to provide the teacher and other designated staff with a break or to observe the class, they should remain 6 feet apart from all students and preferably remain in the doorway to the classroom.

**Classroom cohorts**

- Classroom cohorts should not mix with other classes.
- Schedules should be built out to ensure that cohorts have time to eat lunch, take breaks, play outside, wash their hands, and take bathroom breaks at staggered times to reduce the number of interactions students have with other cohorts.
- Teachers should also reduce their exposure to cohorts other than their own. While a teacher is working with a cohort of students, if they need to step out of the classroom for any reason, the adult covering that class should stand by the doorway at least 6 feet from any students to reduce cross-cohort germ spread.

**Classroom set up**

- Per MSDE and CDC guidance, student seating should be set up 6 feet apart.
- Consider bringing students outside for class. Teachers and school leaders should collaborate to determine the best entry/exit, the best locations for outdoor learning, and any necessary support needed. Social distancing is required when outside, but students may remove masks when separated by 6 ft or more. See this [Outdoor Learning at City Schools](#) document for further guidance and ideas.
- Site-based staff will receive Space Planning Guidance
- Site-based staff will be responsible for creating teaching space layouts. Their spaces will be reviewed by designated reviewers to ensure spacing and directional adherence. Leaders at each site will then report back to Facilities Planning that spaces have been reviewed and approved prior to the first day of school that students are on-site.
- **Classrooms are not to be used for students until approval from Facilities Planning has been received.**

**Floating staff**

1. **Administrators**: While it is typically best practice for principals and assistant principals to enter classrooms to observe instruction, at this time administrators should refrain from entering classrooms unless absolutely necessary. Administrators can observe class from the doorway. When students need to leave the classroom for additional support administrators may meet with individual students (6 feet apart) in the front office or other designated locations that do not serve as classrooms for cohorts of students.
2. **Custodians:** Custodians should take advantage of instances when students are not in the classroom to clean high-touch surfaces, empty the garbage, and perform any other classroom-based cleaning pursuant to the cleaning and disinfecting guidance.

3. **Cafeteria Staff:** Cafeteria staff and any other staff, including teachers supervising lunch, should wear cloth face coverings (or surgical masks or N95s/KN95s) and face shields when supervising students who are eating.

**Face covering considerations for instruction**

- Students and staff should wear cloth face coverings and remain six feet apart for instruction. However, there may be instances where it is momentarily difficult to implement these vital prevention measures.
- In those cases, alternatives may need to be used such as:
  - If a staff member needs to temporarily work with a student at less than six feet, the staff member should add a face shield and keep the close interaction to less than 15 minutes.
  - If a staff member needs to temporarily remove a cloth face covering in order to make facial movements visible to students during instruction, the staff member should wear a face shield. The face covering should be off for less than 15 minutes and a distance of at least six feet should be maintained. Proper face covering removal and handling procedures should be followed including steps for hand hygiene.

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**Cleaning, Sanitizing, and Disinfecting Protocols**

**Cleaning vs. Sanitizing vs. Disinfecting**

- **Cleaning**
  - Removes dirt, impurities, and germs (like viruses and bacteria) from surfaces and reduces exposure to asthma triggers like mold and dust.
  - Works by using soap and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

- **Sanitizing**
  - Lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements.
  - Sanitizers do not necessarily eliminate all germs. Sanitizers are considered antimicrobial pesticides and are registered by the US Environmental Protection Agency.
  - Sanitizers are required in certain contexts, such as foodservice environments.

- **Disinfecting**
  - Uses chemicals to kill germs, like bacteria and many viruses, on surfaces or objects but does not necessarily clean dirty surfaces. Disinfectants are considered antimicrobial pesticides and are registered by the US Environmental Protection Agency.

Disinfectants and sanitizers are similar to all-purpose cleaners, but they have ingredients added to kill bacteria and other unwanted organisms.
General Cleaning, Sanitizing and Disinfecting Guidelines

Normal routine cleaning with soap and water removes germs and dirt from surfaces. It lowers the risk of spreading COVID-19 infection. Sanitizing lowers the number of germs on surfaces or object to a safe level. Disinfectants kill germs on surfaces. By killing germs on a surface after cleaning, you can further lower the risk of spreading infection.

- Surfaces frequently touched by multiple people, such as door handles, phones, light switches, and faucets, toilets, urinals, fixtures, dispensers, handrails, walls 6ft. high, other surfaces and objects that students and staff frequently touch, should be cleaned and disinfected daily, at least twice during the day, and at the conclusion of the program. More frequent cleaning and disinfection may be required based on level of use.
- Desks, chairs, counters, file cabinets, and computers should be cleaned and disinfected before students arrive each morning.
- Furniture such as desk and chairs should also be stored away if not used.
- Use EPA – approved disinfectants.
- Soft and porous surfaces (e.g., rugs, upholstered furniture) are difficult to disinfect and should be removed. The use of carpeted rooms is discouraged. When they must be used, CDC cleaning and disinfecting guidelines must be followed:
  - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
  - Launder items (if possible) according to the manufacturer’s instructions. Use the warmest appropriate water setting and dry items completely. OR
  - Disinfect with a household disinfectant on List N: Disinfectants for use against SARs-CoV-2 external icon.
  - Vacuum as usual.
- Area rugs should be cleaned, rolled up, and tagged for storage.
- Supplies will be provided to schools to support the cleaning and disinfecting of instructional items used in the classroom.
- Empty spray bottles will be provided. The custodians should dilute Alpha-HP cleaner disinfectant according to manufacturer instructions, fill the spray bottles and label them. Tape with “Alpha-HP cleaner disinfectant” written on the tape should be used to label the bottles. Alpha-HP can be used as a cleaner and as a disinfectant unless the surface is “heavily soiled.” In that case, the surface should be wiped clean first using Alpha-HP, soap and water, or PerDiem, and only then should it be disinfected with Alpha-HP. **NOTE: the surface must stay wet for 5 minutes to achieve disinfection.**
- For electronics, such as tablets, touch screens, keyboards and remote controls, consider putting a wipeable cover on electronics. Follow manufacturer’s instruction for cleaning and disinfecting. If no guidance, use disinfectant sprayed on a paper towel. Dry surface thoroughly. See Appendix G for details.
- Wear disposable gloves for all tasks in the cleaning process, including handling trash. Gloves should be removed carefully to avoid contamination of the wearer and the surrounding area.
- Once cleaning tasks are complete, wash your hands with soap and water for 20 seconds.

Cleaning and disinfecting to support in-person instruction

- Basic cleaning and disinfection directions are:
  - Pre-clean heavily soiled surfaces
  - Apply Alpha-HP by coarse trigger spray to hard, non-porous inanimate surfaces
- All surfaces must stay visibly wet for 5 minutes
- Air dry

- Desks should be cleaned and disinfected before staff and students arrive each morning.
- Avoid utilizing shared office supplies such as: staplers, pens, and three-hole punchers.
- Outdoor exercise is encouraged. If playground equipment is used, students should maintain six feet of distance and wash their hands before and after using equipment.
- Supplies are available to support cleaning and disinfecting of instructional items used in the classroom.
- Instructional items that cannot be cleaned and disinfected should not be used.
- Instructional items that students have placed in their mouths or that are otherwise contaminated by body secretions or excretions should be set aside until they are cleaned by hand by a person wearing gloves. Be mindful of items more likely to be placed in a student’s mouth, like play food, dishes, and utensils.
- Minimize the sharing of instructional items between students. Do not share instructional items between students unless the items are washed and disinfected before sharing.
- Set aside instructional items that need to be cleaned. Place in a dish pan with soapy water or put in a separate container marked “soiled.” Keep dish pan and water out of reach from students.
- Books, like other paper-based materials such as mail or envelopes, are not considered a high risk for transmission and do not need additional cleaning or disinfection procedures.

**Cleaning & disinfecting the facility with a confirmed case of COVID-19 and persons with COVID-like illness**

- Immediately close off the areas used by the person who is sick.
- Close off all offices and classrooms at the end of the school day.
- Open outside windows to increase air circulation in the areas where feasible.
- Within a 24-hour period clean or disinfect the spaces that were occupied by the person who is sick.
- Clean and disinfect all areas used by the person who is sick, such as offices, bathrooms, common areas, shared electronic equipment like tablets, touch screens, keyboards, remote controls, and ATM machines.
- Vacuum the space if needed. Do not vacuum a room or area that has people in it. Wait until the room or space is empty to vacuum, such as at night, for common spaces, or during the day, for private rooms.
- Once an area has been appropriately disinfected, it can be opened for use.
- Workers without close contact with the person who is sick can return to work immediately after disinfecting.
- If more than 7 days have elapsed since the person who is sick visited or used the facility, additional cleaning and disinfecting are not necessary for those spaces.
- Bathrooms should be cleaned three times daily as well as each evening prior to closing the building
- Clean high touch surfaces using appropriate disinfectant as outlined
- Check three times daily to ensure all soap, paper towel, and toilet paper dispensers are stocked (evening crew must check as well).
Air systems

- Building ventilation systems will be continually monitored for proper operation during daily walk throughs.
- Following guidance from CDC and American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE), air filters will be upgraded to MERV 13, which are efficient at capturing airborne viruses, in buildings that operate with the filters. Air purifiers are being installed in classrooms and support spaces in buildings which cannot operate with MERV-13 filters, as well as the health suites and isolation rooms.

Restrooms Protocols for all buildings

- Check the restroom to ensure it is empty; once confirmed, place wet floor signs.
- Sweep floor of all litter.
- Clean high touch surfaces using appropriate disinfectant as outlined.
- Spray all sinks and fixtures, then spray urinals, toilets, and fixtures.
- Start wiping down the urinals, toilets from top to bottom, the sides, and fixtures as well.
- Spray and wipe down all mirrors.
- Begin to wipe down all partitions and wipe down and fill all dispensers.
- Wipe down the restroom door and door handles.
- Check three times a day to ensure all soap, paper towels, and toilet paper dispensers are stocked.
- Then mop the floor from the rear to the door, and PLEASE leave the wet floor side down.
- Restrooms should be cleaned three times a day as well as each evening prior to closing the building.

Hallways/Stairwells

- Spray and wipe with disinfectant, locker handle if they are being used, light switches, fire extinguishers, hallway doors, highway door fixtures such has push plates, handle and panic bars.
- Spray and wipe with disinfectant: railings, partition walls, push plates, handles and panic bars.

In-Person Family & Community Supports

City Schools recognizes and expects schools to continue to serve as hubs for resources during the virtual fall, particularly as schools open their doors to provide technology and meal service, collect enrollment forms and information, as well as to conduct parent orientations or workshops, etc. When inviting visitors intentionally to the site to pick up resources there are several considerations schools must account and plan for.

Maximizing Health & Safety at your Site During Distributions to the Community

To ensure the safety and health of your staff and the community, REGARDLESS of the type of event or distribution your school is hosting, the following guidelines must be followed. While the guidance below is similar to other guidance you will find in this document, a distribution effort is different in that you are
welcoming groups of people to your site during specific windows of time for a targeted purpose. As such, being prescriptive regarding access, operations and navigation, resources, and safety is critical. Schools must contact their ILED to inform them of distributions and events taking place at the school. ILEDs should ensure that principals have the appropriate resources, materials, and staff in place to ensure a safe distribution per the guidelines below.

**Site Access & Screening**

We want to make sure everyone in need is able to access the school site and obtain the resources or supports they are seeking. To ensure those accessing the site to pick up resources are safe and to protect the safety of staff and other community members, it is essential to ALWAYS SCREEN staff and visitors.

**Screening should always take place PRIOR to staff or visitors entering the building.** (See Appendix J for detailed instructions)

- Staff who respond affirmatively to any of the screening questions, or refuse to participate in screening, must be denied access to the site and should be referred to their health care provider.
- Visitors who respond affirmatively to any of the screening questions, or refuse to participate in screening, must be denied access to the site.
  - Visitors seeking resources being distributed should be asked to wait in a designated area where the resources being requested can be taken and delivered to the visitor.
  - We do not want to turn people away seeking resources for their students and families, but we must take appropriate, cautious measures to separate these individuals from those who are not showing symptoms.

**Safety Expectations & Use of PPE**

To ensure all visitors and staff are aware of expectations for safety, it is essential to post clear signs to prompt attention to social distancing and use of PPE.

- **Mark 6 feet for Social Distancing** on the sidewalk, grass, or surface where students and families will stand as they wait in line.
- **Post Signage with MASK/Face Covering Expectations** to ensure that all in line are wearing a mask at all times and that they are wearing a mask when approaching the distribution area.
- **Post signs in multiple languages** as needed to ensure clear communication with staff and visitors.

**Face Covering & Masks**

- **STAFF MUST** wear face coverings at ALL times whether working with families or not. Staff must have a face covering to enter the building and must always wear the covering when working with the community. If taking a break, staff can remove their mask if alone, eating lunch, etc. When others are around, however, masks must be put back on.

- **VISITORS MUST** wear a face covering when approaching or entering the school building. IF visitors DO NOT have such covering, request that they use their shirt and talk to them at a safe distance. If that is not possible, work to fulfill their needs in a safe and distant manner.
• City Schools will work to provide all schools with a limited supply of disposable face masks in the event that staff forget their face covering or visitors arrive to the site without proper face coverings.

**Hand sanitizer and hand washing**

• Hand sanitizer should be placed where visitors can easily and safely access it on site.
• Staff should be provided with ample breaks to wash hands, ideally every 30 minutes to an hour.
• Staff should also use hand sanitizer between hand washing trips.
• Gloves ARE NOT necessary as hand washing and hand sanitizer, coupled with face coverings, are the MOST effective way to mitigate spread.

**Site Operations & Navigation**

When hosting a distribution of any kind, whether a daily meal service or a one-time event, it is essential that staff and community members are aware of site operations. Awareness of operations and how to navigate the site will support social distancing and minimize needed contact. The following should be done:

• **Clearly mark where distribution is taking place** to avoid students and families wandering around the building or having to ask others for directions.
• **Clearly post and maintain consistent hours of operation** to avoid community members arriving too early or coming to the site AFTER the event has concluded.
• **Provide directional signs and arrows** to let people know where the line starts, where to exit, and how to flow throughout the site. These lines should not cross and visitors should not have to travel between or around each other to access or leave the site.
• **Provide a separate location for those showing signs of COVID-19.** This should be outdoors and in a shady location or under a tent when possible. Visitors who are directed to this area should have their needs met as soon as possible so they are not on site for a long period of time.
• **Post staff on the outside of the building** to ensure visitors know where to go and to ensure visitors on premises are maintaining social distancing. Leverage your school police officer or other school administrative staff to support outside flow and safety.

**Site Resources**

It is essential to clearly communicate the type of resources being distributed at your site. Alerting your staff and the community PRIOR to distributions is essential to ensure that visitors are only coming to the site to obtain resources available.

• **Clearly communicate** about what is available when sending out advance notice of distributions and by posting signs about what is available on site.
• **Organize resources to minimize contact** between visitors and staff. Establishing processes that avoid direct hand-offs of materials or sorting through available resources is critical. When possible, pre-bag or bundle resources for ease of pick up.

**Other Site Happenings**

As you plan to invite visitors to your school also be mindful of the other activities you may have taking place on site.
For instance, some school sites may be serving as Student Learning Centers in partnership with Baltimore City Department of Recreation and Parks. These sites will need to be thoughtful about how they host other visitors, events, or operations with deference and consideration of these other on-site operations.

Likewise, those schools serving as meal sites will need to consider alternative locations for those seeking food resources and those seeking entry to the school for other supports. It is critical to think through the various possible points of intersection for those coming to the site to avoid any potential risk or interaction between such groups.

City Schools was able to navigate this well in the summer when hosting summer school activities by ensuring separate entrances and access points for students and visitors seeking entry versus those coming to sites to pick up meals in a “grab n go” model.

There is not one universal way to do this, but it will be critical for schools to think through the multiple people, events, and offerings they are providing to ensure that the complement of offerings are provided safely.

**Types of Operations to Support Safe Access**

To ensure students and families are able to gain access to needed resources, City Schools recognizes that there are a few ways to go about this:

1. Using the Front Office
2. Scheduling Distribution Events
3. Hosting regular “Grab N Go” service
4. Limited Gatherings

**Front Office**

The Front Office can be used to ensure any distribution of material or submission of information is just a part of the regular offerings available through the front office. This should be the model that ALL schools get to eventually for all resources as we know students and families will come to schools once the school year begins to obtain devices and perhaps throughout the fall.

To make this distribution model as safe as possible, the guidelines provided in the [Front Office section](#) of this guide should be reviewed and implemented.

In addition to following the Front Office guidelines as well as the overarching requirements for safe and healthy in-person supports identified above, each school will want to ensure:

- The front office staff are aware of health and safety requirements and regulations for the use of front office space.
- The front office is staffed effectively throughout the day to ensure that those coming to the school can be seen in a timely manner and are not lingering.
- Clarity in the “what” that schools will be making available at the front office as well as having the materials on site and easily accessed by the front office staff.
- Training to front office staff where needed – for example Infinite Campus training for loaner device distribution.
- Clear communication to the community about what the Front Office has to offer daily/weekly.
Scheduled Events

While front office operations can support a variety of services to the community if done safely, there are two types of scheduled events which can support schools in reaching the community more widely:

1. **Material/Resource Distributions** – which are often scheduled 1-2 day events to welcome the community to come to the site during restricted hours to acquire materials or resources, such as devices, school supplies, text books, etc.

2. **Grab N Go Meal Service** – which is happening at a number of school sites, is daily from 8am – 2pm

Both of these models seek to limit, if not eliminate, visitor entrance to the actual building by setting up their operations at entry ways or outside. Conducting operations in this manner when needing to support large numbers of people, is preferred. This model:

- Limits or eliminates visitor access to the inside of the building
- Limits time that visitors are on site interacting or gathering
- Provides resources quickly

We anticipate schools considering this type of distribution to provide students with technology, school supplies, and other learning resources such as academic textbooks, workbooks, and the like, as well as for meal distribution at sites selected to do so.

Like any time we invite visitors to the site, scheduled event efforts must adhere to the overarching health and safety guidelines noted at the beginning of this section. In addition to those guidelines around site access, safety and navigation, these models are done best when:

- **Staff are clear and consistently adhering to the expectations for use of PPE and cloth face coverings.** We have to model what we expect of the community and others. Wearing masks is very important when working closely with the community.
- **Staff are clear and consistently practicing social distancing.** When operations like this are daily it does not take long for people to feel comfortable with each other and so they tend to get closer to each other and to the community.
- **Supervisors are present, visit the operation, and reinforce the expectations around health and safety.**
- **Operations are set up AT entry ways OR entirely OUTSIDE with limited access to building entry.**
- **Limited and consistent staff can be asked to support these operations** as this is either part of their scope, in the case of cafeteria workers, or because the distributions are for short targeted windows of time and can be scheduled for support among staff.

Another key difference with this type of distribution is that those coming to the school ARE NOT typically seeking entry to the building. As such there are a few nuances to be clear about:

**Material/Resource Distribution Best Practices**

The device distributions of April and May were successful because we focused efforts on meeting the following needs...

- The need to collect student information on-site
• The need to maximize staff resources
• The need to minimize entry to the school building
• The need to maintain social distancing between staff, between visitors, and between staff and visitors
• The need to ensure a safe space for those picking up and distributing resources

For Device Distributions, City Schools recommends a model like that of Fast Food establishments.

• **Two separate, but nearby entry points** –
  **Window 1** – staffed to take student information and “order” (maintaining a demarcated 6 feet of distance). The “order” will be received and delivered to another staff member to fill.

  **Window 2** – After the order is filled, the student/parent will walk up to window 2 to pick up their device along with a small packet of key information.

• **Staging area** – on the other side of your entry points. Like in a fast food establishment, while you drive up to window 1 & 2, behind the scenes there is a room with equipment and staff working to fill your order. You will need the same thing where resources are provided and stored and accessed for distribution.

• **Two desks/tables** – appropriately stationed at window 1 & window 2. One is manned by a staff member, the other left open only to have materials/supplies placed on them and picked up.

• **Inventory** – whether it be devices, text books, school supplies, etc.

• **Outdoor walk-up space** – which should have lines signaling direction for flow and distancing. Use cones, tape, spray paint, chalk, to denote directional arrows and 6 feet of distance.

Schools should consider the following when setting up their model:

• Handicap accessibility
• Other distribution activities happening on-site (e.g., your school is a food and work packet distribution site)
• Multi-lingual needs in your community
• Planning and contingencies for adverse weather conditions

In the model above, the following staff can support effective operation. The staffing model seeks limited staffing to ensure social distancing.

**Two (2) School-based staff** – to set up the distribution site, greet students, enter student information in Infinite Campus, hand out items or devices, and break down the site at the end of the distribution window.
One (1) Custodian – to open and close the building, ensure cleanliness of the distribution area, provide hand sanitizer and PPE to staff and ensure restrooms are open for staff. Custodians will also need to secure the school site after the distribution window has closed.

One (1) Health Screener – For distributions like this you will still need to screen visitors coming to the site, however, staff will only need to ask the health screener questions. Because visitors in this style distribution have limited if any entry to the actual school, there is NO NEED for temperature checks or TRACKING health screenings. If your distribution brings people indoors, which is not recommended, you will need to implement the full health screening protocol.

One (1) Police Officer – to support social distancing best practices as well as provide security during device distribution.

Grab N Go Distribution @ Meal Sites
A Grab N Go Distribution refers to a daily model, such as our meal sites, where it is expected that a service will be provided between certain windows of time on a daily basis and will be designed in such a way that visitors to the sites will literally “grab and go”. In this model, unlike an event of sorts, the operations should be predictable and there should be limited interaction, limited information exchanged, save for the request for resources (e.g., 2 child meals and 1 adult meal), and no need to linger or gather at the site – visits should be under 15 minutes.

Just like other distributions, we should limit the # of staff we engage:

Three – Four food service workers – to set up the distribution site, greet visitors, take meal orders, prep meals, pack meals, and the like

One (1) Custodian – to open and close the building, ensure cleanliness of the distribution area, provide hand sanitizer and PPE to staff and ensure restrooms are open for staff. Custodians will also need to secure the school site after the distribution window has closed.

One (1) Health Screener – For distributions like this you will still need to screen visitors coming to the site, however, staff will only need to ask the health screener questions. Because visitors in this style distribution have limited if any entry to the actual school, there is NO NEED for temperature checks or TRACKING health screenings. If your distribution brings people indoors, which is not recommended, you will need to implement the full health screening protocol.

One (1) Police Officer – to support social distancing best practices as well as provide security during device distribution.

In-Person Family Orientations or Workshops
City Schools anticipates bringing families back to schools for events and orientations.

School-Based Back-to-School Events: All schools will host an annual meeting / back-to-school event to welcome families and share important information about academic priorities. To ensure targeted supports are offered at the school-level, FCE Specialists will provide webinars, guidance, trainings on use of standard operating procedures, and technical assistance for
school-level virtual and in-person Back-to-School Nights, Open Houses, and family academic activities.

School-Based Family Orientation: Each school will also host its own family orientation to help families support their students in a virtual learning environment with confidence. Principals and school teams will host virtual and some in-person orientations using standard operating procedures that meet health and safety standards. Families will receive their access information for virtual learning, schedules, details on how to obtain their workbooks, and other relevant guidance to help them partner in their students’ learning.

Like any time we invite visitors to the site, scheduled event efforts must adhere to the overarching health and safety guidelines noted at the beginning of this section. In addition to those guidelines around site access, safety and navigation, these models are done best when:

- Limit # of visitors and groups OUTSIDE to 25 or fewer to maintain social distance
  - We recommend leveraging outdoor spaces as much as possible to support larger events
  - When outside spacing of seats still needs to adhere to 6’ ft of social distance
  - Use non-porous chairs which can be easily wiped down
- Limit the # of visitors and groups to maintain social distance
  - There is no limit to the # of rooms that can be used, but we want to be thoughtful about the travel to and from those rooms and stagger entry and dismissals to avoid common spaces being congested
  - Classroom seats will need to be spaced 6’ ft apart to maintain social distance.
  - Use non-porous chairs which can be easily wiped down
- Stagger groups of visitors to the building promote social distancing and support the ability to screen visitors
- Schedule these sessions to account for additional time to screen and track health screening responses of visitors
- Identify select rooms, common spaces, bathrooms, and passage ways to use for the event to limit travel and congregation throughout all parts of the building
- Limit the sharing of supplies and resources
- Clean and disinfect rooms used AFTER a group has occupied a space and BEFORE another group arrives
- Clearly communicate expectations to families around limiting additional family members coming to the site. We understand childcare needs and need to have family members support hearing and bringing messaging home, but we need to know the # of people expected on site and limit those as possible
  - Consider invite-only events, pre-registration, or other mechanisms to capture possible attendees in advance to ensure effective messaging about limiting participants, as well as expectations around health and safety are known
- Discourage any visitor congregation before, during, or after such events
- Do not provide food during such events or resources that need to be shared or touched by participants
Transportation

In the event that students are transported to school for small group instruction, student learning centers, or to attend during implementation of a hybrid model, City Schools will follow these strategies to ensure students are safely transported to and from school, following CDC guidance whenever possible. Given social distancing guidelines, modified bus scheduling will be required.

School Bus Seating

- The maximum number of students per bus will be one student per seat near the window on each row, with every other seat when possible. Students from the same household will be allowed to sit together in the same seat.

- The seat behind the driver will remain empty during every trip unless they are in the same household as the driver.

- To ensure physical distancing:
  - Students will be assigned a seat and should only sit in their assigned seat
  - If there are seats that must remain vacant, they will be marked or blocked
  - Visual reminders will be posted for students regarding social distancing
  - Practice physical distancing on routes and during loading and unloading of buses (eg. load front to back and unload back to front)

- While waiting to exit the bus, students will remain seated and will not congregate in the aisle

Cab Travel

- The maximum number of students per cab will be 1 student or household per cab with mandatory face coverings which will result in approximately 3 students per sedan cab. Students from the same household will be allowed to ride in the same cab.

  *Airflow:* To increase and improve airflow, whenever possible, windows may be open to the maximum extent possible when weather permits.

School Bus Safety
Students should adhere to all directives provided by the driver and follow the Transportation Bus Handbook when traveling to and from school.

**Airflow**

To increase and improve airflow:

- Whenever possible, windows may be open to the maximum extent possible as weather permits
- Roof hatches and 3 windows on each side of the bus will be partially opened to increase airflow
- The driver side window may be open, and fans should be utilized to increase the airflow

**Face Coverings**

- Face masks / shields are mandatory for all students when riding the bus
  - Transportation services anticipates that there will be students who refuse to wear masks or shields. In this case, staff members working directly with those students will wear face masks and face shields.
  - Students may seek medical exemptions from wearing a face covering on the school bus.
- All drivers and aides must wear face coverings each day, which will be provided by the district
  - Drivers will be required to wear face coverings when students are disembarking or boarding the bus while not on route
  - Drivers will not be required to wear face coverings while driving, because this may be distracting to the driver and drivers that wear glasses may be at risk of their glasses fogging while driving
- Bus drivers and aides who drive special need and non-public routes will be required to wear masks, gloves, and face shields
- Face shields, in addition to face masks, will be required for staff members who may interact with students who spit or have salivary incontinence or the involuntary spillage of saliva over the lower lip
Training

- All drivers will attend a mandatory in-service meeting / training before students return to school, which incorporates all updates of procedures relating to COVID-19, including proper cleaning and safety protocols
- Students and staff will receive training on the importance of social distancing and health and safety practices when commuting
- Training may be required for some students to educate them on the importance of social distancing and best health and safety practices when commuting to and from school

Cleaning

- We will have regular and intensified cleaning protocols for our buses and transportation vehicles
  - All buses will be disinfected prior to school opening
  - Disposable gloves will be worn to clean and disinfect vehicles
  - Buses and specialized equipment will be cleaned at the conclusion of each run, in between morning and afternoon routes, and at the conclusion of the day
- The focus for cleaning will be on “high-touch” areas of the bus, such as:
  - Handholds / rails, pull cords, rails, steering wheels, door handles, shift knobs, dashboard controls, and stanchions
  - Window ledges
  - Spot cleaning walls and seats to include seat backs
- Specialized equipment required for transport will be cleaned in between each bus run
- Parents of students with safety vests and / or specialized equipment must clean the safety vest each evening
- If a student or staff member who was on a bus has experienced symptoms, the bus will be immediately taken out of service for cleaning and disinfecting prior to being
placed back into service

- Additional routine cleaning schedules may be recommended if deemed necessary

*Health and Safety*

- Staff will be reminded of the importance of proper hand hygiene
- Students and staff should follow all district guidelines for COVID-19 screenings and procedures prior to being transported
- Temperature of staff will be taken prior to performing job duties
- If a driver becomes ill during their route, they will contact their bus dispatcher and/or supervisor, and City Schools immediately
- Drivers will not report to work if they:
  - Have a temperature greater than 100.4 degrees Fahrenheit; recommended to contractors to test bus staff before performing job duties; a temperature testing machine is installed and in use at 1210 E 20th Street
  - Show other symptoms of a COVID-19 like illness as per CDC guidelines
  - Are in a quarantine period due to possible exposure
- To minimize exposure, drivers will be encouraged to refrain from exiting their school buses while on school property or congregate in any manner unless necessary. This includes, but is not limited to, waiting in line at school or during any other time that requires them to sit in the bus seat.
- Students and staff are restricted from eating and drinking on buses

*Pick-Up and Drop-Off*

- Arrival and drop-off locations and/or times will need to be staggered and adjusted, or protocols will be in place to adhere to social distancing when parents or caregivers are dropping off students
- Since many schools do not have a separate entrance for buses and cars at arrival time or dismissal, parents will be asked to wait until after dismissal to pick up students or park off property to meet their student
- Increased AM vehicular traffic will require additional staffing or other controls to prevent backups entering the school property
- Face coverings and proper physical distancing are recommended for students while waiting at the bus stop
Additional notes

- Buses will require special approval for additional physical modifications and safety measures in order to ensure safety requirements for students and staff.
- Students will be picked up and dropped off from their residential address only; curb-to-curb service will be reduced, including for homeless students.
- Seats will be offered first to students with special needs, with an IEP, and the medically fragile.
- We will ensure that transportation is provided if it’s required as part of a student’s IEP or the McKinney-Vento Homeless Assistance Act. We will work to prioritize individuals and set criteria by which students attend A or B day in the hybrid model.
- Siblings that do not qualify for transportation will not be approved to ride with siblings.
- Based on current information and guidance from the Maryland Transit Administration (MTA), students traveling on MTA will be expected to wear face masks at all times. City Schools will work with MTA to provide any updates on schedules or protocols prior to returning to a hybrid model.
APPENDICES

Appendix A - Educational Resources and Signage
Appendix B - Maryland State Department of Health & Maryland State Department of Education
Appendix C – Visitor Security Procedures
Appendix D – Direction for Creating a Classroom Space Plan
Appendix E - Permitted Partner Activities as of September 21, 2020
Appendix F - Fall Cleaning and Disinfecting for School Readiness
Appendix G - Cleaning Computers and Electronics
Appendix H - COVID-19 Awareness Parent/Student Participation Acknowledgement Statement
Appendix I- Log of face covering/mask distribution
Appendix J – Health Screening Procedure
Appendix K- COVID Response Process
Appendix A – Educational Resources and Signage

- **How to Wear a Cloth Face Covering**


- **What You Need To Know About Handwashing**: This video answers important questions about hand washing and hand sanitizer, Date: 12/16/19, Video download link: [https://www.cdc.gov/video/cdctv/handwashing/306898_WYKTK_Handwashing.mp4](https://www.cdc.gov/video/cdctv/handwashing/306898_WYKTK_Handwashing.mp4)

- **Cover Your Coughs and Sneezes**: Date: Feb. 20, 2019, Video download link: [https://www.youtube.com/watch?v=mQINuSTP1jI](https://www.youtube.com/watch?v=mQINuSTP1jI)

- **Sample announcements**: Remember to always practice good health habits, such as frequently washing hands with soap and water, staying home when sick and covering coughs and sneezes.

Signage Provided and Printed For Schools –

<table>
<thead>
<tr>
<th>Topic</th>
<th>Title</th>
<th>English</th>
<th>Spanish</th>
</tr>
</thead>
</table>
ILLNESS RESPONSE DECISION TREE

If a student or staff member has an existing health condition on the COVID-19 symptoms list, screen for new symptoms only. For a more thorough consultation, the student can be referred to the nurse.

Access the Communicable Diseases Summary here.
Appendix C – Visitor Security Procedures

Note: Ask the health screening questions and take each visitor's temperature before allowing them to enter the building.

VISITOR PROCEDURES

Many people visit our schools every day for many different reasons. But when welcoming visitors into our buildings, we need to take a few steps to make sure we’re keeping our students, staff, and schools safe.

Please follow these steps every time a visitor enters your building.

1. After a visitor rings the intercom, inspect them in the camera and say the following:

   Welcome to (name of school). Please say your name and the reason for your visit.
   Please have your ID ready and report to the main office to sign in.
   OR
   For middle and high schools with metal detectors, please say the following:
   Welcome to (name of school). Please say your name and state the reason for your visit.
   Please have your ID ready, pass through the metal detector, and report to the main office to sign in.

2. Once inside the office, welcome the visitor again, and ask for their ID.
   Valid forms of photo ID include:
   - a driver’s license
   - passport
   - state/country issued ID
   - a resident alien card if it includes a photo.

3. Scan the ID and make sure there aren’t any red flags. If not, print an ID badge for the visitor.
   Please tell visitors:
   You must wear the badge at all times in the building and at the end of your visit you must return to the office to sign out and drop off the ID badge.

For additional guidance on City Schools’ visitor security procedures please review the visitor security manual.
Appendix D – Direction for Creating a Classroom Space Plan

Space Planning Guidance

Strategies for maintaining social distancing in teaching spaces, produced by City Schools Facilities Department.

Published Nov. 2, 2020
I. Creating a Classroom Space Plan

All classrooms are unique. Sizes, entryways, teaching walls, and assets such as sinks and bathrooms can impact space planning in your classroom site. This guide provides strategies as you create a space plan for your classroom. There are only two rules that must be followed, and the rest depends on what works for your space and students.

1. Social Distancing must be maintained. The CDC recommends at least 6’ of distance between individuals.

2. Face all desks/tables in the same direction. Have students sit on only one side of the table. In certain instances when for instructional purposes it would be helpful for students to face each other, a minimum of 6 feet of distance must be kept and desks and desk shields must be in place in front of each student’s face.

Any other decision is up to you and your school as long as you follow the above. This guide will walk you through the strategies on maximizing the number of students you can fit in your space while adhering to the above.

Approximate Capacities

Though every room is different, there are rough numbers on how many students a certain size classroom can hold. Below is a table with average classroom sizes and their approximate student capacities when accounting for space needed by the teacher.

<table>
<thead>
<tr>
<th>Classroom Area</th>
<th>Approximate Capacity Range</th>
</tr>
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<tbody>
<tr>
<td>500-600</td>
<td>8 to 10</td>
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<td>9 to 11</td>
</tr>
<tr>
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<td>11 to 13</td>
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<tr>
<td>900-1000</td>
<td>13 to 15</td>
</tr>
<tr>
<td>1000+</td>
<td>15+</td>
</tr>
</tbody>
</table>

Published Nov. 2, 2020
II. Assets & Obstacles

Assets in a room can include (but are not limited to) sinks, bathrooms, teaching walls, doorways to the exterior, etc. When possible, try to leave extra space around such assets. If space is tight, it might not make sense to give extra space around a sink. If there are multiple sinks in the room, consider only leaving extra space around one of them, and make that a designated hand-washing station.

Obstacles can include (but are not limited to) cabinetry, peninsula sinks in science labs, heating units, air conditioning units, and wall bump outs. If there are closets, consider keeping the closet door closed during teaching to better maximize your space.

Entryways

Additional circulation space should be allotted at the entry of a room. If there are two entries, consider only using one of them if that means you can accommodate an additional student. If your classroom space is over 1,000 SF, then you need to maintain at least two entryways, should there be two. If only one is used, use the one closest to the teaching wall.

Furniture

A typical classroom that incorporates social distancing can hold approximately 13 students and 1 teacher. Most classrooms have furniture for up to 30 students. There are also area rugs, soft seating, and stations (in classrooms for younger ages) that will not be used as much as we try to limit the amount of items with multiple users. This means a lot of items within your classroom might not be needed.

This furniture should be either moved to an empty classroom, or moved to a storage space. Schools are responsible for any items that should be moved. For more information on rugs and soft surfaces, see the SOP.

Published Nov. 2, 2020
III. Hints, Considerations and Strategies

How am I marking the floor?

Please only use painters tape! Any other tape or marker will make more work for your custodians and there is already an increased burden on them. That being said, the lifespan of painters tape on the floor is not that long. If it’s possible, consider alternative methods once you have found a layout that works for you. Try hanging name tags or numbers from the ceiling.

What if there are multiple adults in the room?

Make sure to create socially distanced space(s) for the additional adult(s) to sit, stand, or work from.

Floor tiles

Use these to help you keep straight lines. Most of our tiles are 12” long (please verify before using this to gauge distances). A simple gridded pattern could be generated in 10 minutes using 12” tiles.

Some classrooms have the same sizes/layouts.

Use the same strategy for similar layouts once you find something that works well.

Are you using a projector?

If so, map out space for the location of the projector, and include ample space for staff to use the projector.

Are there corners/areas of your room where it’s quite difficult to see the teaching wall?

If so, consider using this space to store excess furniture.

Just because a classroom is larger doesn’t mean you can fit more students.

For grades PK-3rd, you likely can’t go more than 30’ from the board because younger students will have trouble paying attention to the teaching wall if they are farther away.

Strategy

There are multiple approaches you can use depending on the size of your space and how many students are in the space. For materials you will need painters tape and a measuring tape. You can use a ruler if you need to, but having a longer measuring device allows less room for error.

Published Nov. 2, 2020

Do an inventory of all assets and obstacles before you start taping so you can gauge what strategy might work best.
IV. Creating a Classroom Space Plan

Note - X indicates the center of a seat once a student is situated at their desk/table.

1. Grid
   This the most straightforward method.

2. Staggered
   This methodology takes a little longer but you can sometimes fit in 1 to 2 more students.

3. Ad Hoc
   Maybe your room is a hexagon or you are stuck with a room that’s 400 SF but you only have 2 students. As long as everyone is at least 6’ apart and desks are facing the same direction with students only on one side, this can work too. Please note, it is more arduous verifying everyone is appropriately distanced.

4. Combination
   Sometimes assets in a room (sinks, bathrooms, egress, etc.) can take up space, and while a grid was working fine at the beginning, it might make more sense to stagger the pattern around a bathroom.

See the following page for step by step suggested directions on creating classroom space plans.

Published Nov. 2, 2020
IV. Creating a Classroom Space Plan

Most spaces are not this simple. There are sinks, cabinetry, heating units, etc. that take up space. Do an inventory of all these items before you start taping so you can anticipate when or if it makes sense to stagger.

In this guidance, the “X” is where the students are seated when they are situated at their desks.

a. Measure an arc around teaching wall to determine boundary of visibility; the two radii should be delineated on the floor so you know how far out you can assign seats. This is a guess and check process. Take into consideration lighting and glare. Note: this step might not be applicable if the room will be lead by a proctor who won’t be sharing information on the teaching wall.

b. Understand how you will use the space. Will you be moving in front of the teaching wall for multiple hours? Are you a proctor that only needs a seat? As a general direction, measure and mark space 7” off of the teaching wall if your space requires a different approach, feel free to do so but make sure you have at least 6’ of space between yourself and the next closest person.

Published Nov. 2, 2020. These are subject to change. The most up-to-date version will always be available here: http://bit.ly/SpacePlanningBCPS.
IV. Creating a Classroom Space Plan

Note - X indicates the center of a seat once a student is situated at their desk/table.

At this point, if you want to use the grid method you can do so by repeating your back row every 6’.

The number of rows will vary based upon classroom size. Once you ‘hit’ the line you made for the teacher zone, stop making rows. If there is a single proctor seat, continue around that space until there is no more room.

If your room is tight and you would like to accommodate additional students, continue on for further directions using the staggered method.

c. Go to the farthest corner of the room from the entry that is within boundaries of visibility. Measure 1.5’ to 2’ off the back wall (dependent on size of your students), and place the desk along the wall. Mark this spot. This is where the student chair will be once a student is in the seat.

d. Using a tile line, or a measuring tape, measure off 6’ and make your way across the room.

Published Nov. 2, 2020
IV. Directions

Note - X indicates the center of a seat once a student is situated at their desk/table.

e. Go back to your first mark, measure 3’ towards side B, and then 5.5’ towards the front of the classroom. Mark this spot. This is the beginning of the second row.

f. Repeat steps from B for this new row.

g. Go back to your first mark. Measure 11’ from your original mark to the front of the classroom. From this mark, follow step d to continue this row.

At this point, you may use a combination of the previous steps as the number of rows will vary based upon classroom size. Once you ‘hit’ the line you made for the teacher zone, stop making rows.

Review your proposed locations. Make sure you have not assigned anyone in front of the designated entryway. If there is a sink in the room, ensure there is access to the extent possible.

Published Nov. 2, 2020
Appendix: Sinclair Lane - Kindergarten Classroom 103

This classroom was quite large (1,000 SF) but had a number of assets we wanted to maintain access to: an in-classroom bathroom and access to the exterior. We also made the decision to not use the sink in the classroom or to maintain access to the storage closet so that we could maximize student seating. We were able to accommodate 15 students while utilizing existing furniture. Since the tables were so large, we used the staggered strategy. The cubby area at the back was used as storage for extra furniture, resources that were previously shared, and area rugs.

Published Nov. 2, 2020
Appendix: Furley - Large Science Lab 214

This science lab was very large (1,500+ sf) but had a number of obstacles to work around. If this was to be used as a typical classroom (and not as a lab) then we only had the open space at the front, which was further hindered by a stationary demo table. The tiles in this room were 12” tiles so we were able to count out 6 tiles for an easy measurement of 6’. If this space was used as individual science labs, that could have worked as well. Keep in mind, a space that requires a stool isn’t too comfortable for multiple hours. Our first layout was the grid, but when that only yielded 12 seats, we tried the staggered method. This didn’t allow for additional seats so we reverted back to grid to allow for easier circulation through the space. We fit one in between the lab stations (green arrow) but didn’t go further than that since it would have been too far from the teaching wall.

Published Nov. 2, 2020
Appendix E - Permitted Partner Activities as of September 21, 2020

September 21, 2020

The Baltimore City Board of School Commissioners ("Board") for Baltimore City Public Schools ("City Schools") recognizes that school facilities can be utilized safely for partner and community use with appropriate restrictions in place. As such, the Board is allowing the use of school facilities for community purposes in accordance with the Annotated Code of Maryland, CDC, and state/local health department guidelines. This document will provide the public, partners and school-based staff with guidance on the safe use of City Schools' facilities for educational, civic, social, religious and recreational activities during this pandemic.

Any use of City Schools’ facilities will be in accordance with Executive Orders 20-05-27-01, 20-06-03-01 and 20-06-10-01 issued by the Governor of State of Maryland, Lawrence J. Hogan, Jr., Executive Order dated June 22, 2020, issued by the Mayor of Baltimore City, J. Bernard “Jack” Young, as well as any subsequent or amended orders, and with Board Policy FKA and Administrative Regulation FKA-RA. Anyone wishing to utilize City Schools facilities this fall must obtain a Space and Use Agreement (permit) from the Office of Real Estate and Permits. Normal space and use fees as outlined in FKA-RA Form 1 will apply and if applicable, will be assessed by the Office of Real Estate and Permits, along with additional cleaning fees consistent with health and safety guidelines set forth in the current version of the City Schools’ Fall 2020 Health and Safety Guide, which will be available on the City Schools website.

The use of City Schools’ facilities is subject to change at any time based on additional executive orders from the Governor of Maryland and/or the Mayor of Baltimore City.

As City Schools continues to be required to adjust school operations in response to the COVID-19 pandemic, it is the user’s responsibility to follow all CDC and/or state and local health department guidelines at all times concerning social distancing, screening, and the use of masks or cloth face-coverings during the user’s event/activity. This includes City Schools’ Fall 2020 Health and Safety Guide. Partners must submit a written plan to City Schools explaining the steps its organization will take to ensure compliance, including, but not limited to, health- and safety-related training for all of the organization’s staff who will participate in activities on school property. Furthermore, it is also each user’s responsibility to report cases of COVID-19 like illnesses or positive COVID-19 test results from the user, anyone in the organization/group, and any participant of the user's activities on school property to the Office of Real Estate and Permits the same day the user is informed of the test results. The user must assist in contact tracing and other mitigation efforts in collaboration with the Baltimore City Health Department. City Schools reserves the right to limit any event/activity or cancel any Space and Use Agreement due to a positive COVID-19 test or due to school operational needs related to City Schools’ response to the COVID-19 pandemic.
The following activities, with the stipulations list below, and in addition to those specified above, are allowed to take place at City Schools as of September 21, 2020.

Inside building events/activities

- No permits will be issued for any non-child care events/activities occurring inside the building. This includes but is not limited to sports, community meetings/gathering and worship services.

Child Care (Shared & Exclusive Space Users)

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school’s Principal.
- Must submit a written plan with the user’s permit application to City Schools explaining the steps the organization will take to ensure compliance with all CDC and/or state and local health department guidelines, including City Schools’ Fall 2020 Health and Safety Guide, concerning social distancing, screening and the use of masks or cloth face-coverings.
- Must follow all Maryland State Department of Education (“MSDE”) and state/local health department guidelines concerning COVID-19 and the number of staff and children that may occupy a room/space.
- May only operate in spaces and during hours as indicated on the user’s child care license.
- Providers may operate during the normal day (depending on their licensed hours as indicated on their child care license) while City Schools is in virtual learning. Once City Schools’ students are permitted back in the building for instruction (hybrid or full time), the program must convert back to a before/aftercare program.
- Must establish daily health checks (temperature checks) for children as well as workers.
- Face covering (nose and mouth) must be worn at all times by anyone 5 years of age or older. Children 2-4 years old may be encouraged to wear face coverings.
- All children and staff must have their own refillable water bottle / cup and it’s the provider’s responsibility to provide additional drinking water for the children.
- Workers must teach and reinforce hand washing with children and assist the children with washing their hands frequently throughout the day.
- Children’s hands must be washed immediately upon arrival and prior to leaving at the end of the day.
- User must clean, sanitize and disinfect frequently touched surfaces throughout the day in accordance with CDC recommendations and avoid the use of items that cannot be sanitized.
- User must clean, sanitize and disinfect the rooms/areas (including restrooms) they have utilized at the end of each day or hire a contractor to do the job.
- Parents must wear facial coverings (nose and mouth) when dropping off and picking up their child and cannot proceed past the threshold (front door) of the school.

Youth & Adult Sports

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school’s Principal.
- Must submit a written plan with the user’s permit application to City Schools explaining the steps the organization will take to ensure compliance with all CDC and/or state and local health department guidelines concerning COVID-19 and the number of staff and children that may occupy a room/space.
- May only operate in spaces and during hours as indicated on the user’s youth and adult sports license.
- Providers may operate during the normal day (depending on their licensed hours as indicated on their youth and adult sports license) while City Schools is in virtual learning. Once City Schools’ students are permitted back in the building for instruction (hybrid or full time), the program must convert back to a before/aftercare program.
- Must establish daily health checks (temperature checks) for children as well as workers.
- Face covering (nose and mouth) must be worn at all times by anyone 5 years of age or older. Children 2-4 years old may be encouraged to wear face coverings.
- All children and staff must have their own refillable water bottle / cup and it’s the provider’s responsibility to provide additional drinking water for the children.
- Workers must teach and reinforce hand washing with children and assist the children with washing their hands frequently throughout the day.
- Children’s hands must be washed immediately upon arrival and prior to leaving at the end of the day.
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- User must clean, sanitize and disinfect the rooms/areas (including restrooms) they have utilized at the end of each day or hire a contractor to do the job.
- Parents must wear facial coverings (nose and mouth) when dropping off and picking up their child and cannot proceed past the threshold (front door) of the school.
department guidelines, including City Schools’ Fall 2020 Health and Safety Guide, concerning social distancing, screening and the use of masks or cloth face-coverings.

- Allow for teams to obtain a permit for practices, games and scrimmages for outside field use only. No inside building usage at this time.

- Sports allowed:
  - Baseball/Softball
  - Cheerleading (no stunts)
  - 7 on 7 one-hand touch football
  - Soccer

- Spectators
  - Adult activities – No spectators, no exceptions
  - Youth activities
    - 2 parents/guardians allowed per player (must maintain a minimum distance of 6 feet from others not in the same household)

- Face coverings (must cover the nose and mouth)
  - Parents/guardians – At all times, no exceptions
  - Players - face coverings only when:
    - Entering and leaving the field area
    - When not playing or participating in the practice or game
    - Sitting on the sidelines/dugout
  - Coaches / volunteers – At all times, no exceptions
  - Umpire - At all times, no exceptions
  - Referee – only when:
    - Entering and leaving the field area
    - Coin toss
    - Sitting on the sidelines/half time.

- Sport Safety
  - Baseball/Softball
    - If team bats and helmets must be shared, equipment must be sanitized in between each use.
    - Must use a different baseball/softball each ½ inning.
  - Cheerleading
    - No Stunts
  - 7 on 7 one hand touch Football
    - Players must wear full finger sport gloves while playing.
    - No tackling or blocking allowed.
  - Soccer
    - Goalie must wear gloves
  - Referee
    - Electronic whistles must be utilized at all times. Regular whistles are not allowed.
    - Must maintain social distance when not on the field or during half time.

- General Safety
Temperature checks mandatory for all coaches, volunteers and players before each game, practice and scrimmage.

Hand sanitizer available and used by all players/coaches during practices, games, and when entering/exiting the field.

No sharing of water bottles by players/coaches/referee and no central station water stations.

No selling of concession of any kind to anyone. No exceptions.

No sharing of personal equipment.

Players must social distance while on the bench/dugout.

Players must have their own separate designated area to place their equipment.

No high fives or handshakes allowed by anyone, at any time.

At the conclusion of the team’s game, all players, coaches and parents/guardians must quickly exit the field area.

If multiple teams are playing on one day, there must be at least a 45-minute gap in between each game to allow for teams to fully exit the area and any shared equipment to be cleaned and sanitized.

- The next team is not allowed on the premises until the previous teams/parents/coaches fully exits.

No access to the main school building or any building at the field.

Participants must have their own separate designated area to place their equipment.

No high fives or handshakes allowed by anyone, at any time.

At the conclusion of the team’s game, all players, coaches and parents/guardians must quickly exit the field area.

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No high fives or handshakes allowed by anyone, at any time.
Parking only events (bus trips)

- Must operate under a permit from the Office of Real Estate and Permits (REO) with a recommendation from the school’s Principal.
- Activity must comply with Board Policy FKA and Administrative Regulation FKA-RA normal permit process.

All permit holders must notify the Office of Real Estate and Permits immediately of any participant testing positive for COVID-19.

Below are links to the Federal, State, City Guidelines, Executive Orders and City Schools policies:

- CDC COVID-19  

- MSDE Child Care COVID-19 Guidance  
  https://earlychildhood.marylandpublicschools.org/covid-faqs

- State of Maryland Department of Health directives – Youth Camps  
  https://phpa.health.maryland.gov/Documents/2020.05.27.02%20-%20MDH%20Order%20-%20Youth%20Camps.pdf

- State of Maryland Executive Orders, COVID-19 information, and Press Releases -  
  https://governor.maryland.gov/marylandunites  

- Baltimore City Executive Orders  
  https://www.baltimorecity.gov/executive-orders

- Baltimore City Public Schools Policies and Regulations  
  https://go.boarddocs.com/mabe/bcps/Board.nsf/goto?open&id=87UHP87D677F

If you have questions, please contact the Office of Real Estate and Permits at REO@bcps.k12.md.us or 443-635-2602.
Appendix F – Cleaning, Sanitizing and Disinfecting Protocols

Cleaning vs. Sanitizing vs. Disinfecting

**CLEANING**
Cleaning removes dirt, impurities, and germs (like viruses and bacteria) from surfaces and reduces exposure to asthma triggers like mold and dust. Cleaning works by using soap and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection.

**SANITIZING**
Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. Sanitizers do not necessarily eliminate all germs. Sanitizers are considered antimicrobial pesticides and are registered by the US Environmental Protection Agency. Sanitizers are required in certain contexts, such as foodservice environments.

**DISINFECTING**
Disinfecting uses chemicals to kill germs, like bacteria and many viruses, on surfaces or objects but does not necessarily clean dirty surfaces. Disinfectants are considered antimicrobial pesticides and are registered by the US Environmental Protection Agency.

Disinfectants and sanitizers are similar to all-purpose cleaners, but they have ingredients added to kill bacteria and other unwanted organisms.

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### CLASSROOM CHECKLIST

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Baltimore City Public Schools
Cleaning for Health

Wash hands before and after using coolers.

Use soap and water solution to sanitize the spout or spigot of the water cooler after each use.

Spray disinfectant on clean rag or towel and wipe down the high-touch surfaces and clean base of water cooler.

The surface being disinfected must remain wet with the disinfectant as directed by the manufacturer.

Resources and information at www.baltimorecityschools.org/sustainability
**Water Fountain Checklist**

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**Bathroom Checklist**  
Use this bathroom checklist to ensure that the restroom is disinfected as well as cleaned.

**Week of**

**Did you...**

- Empty the trash.
- Stock supplies (paper towels, hand soap, toilet seat covers, toilet paper, etc.)
- Wipe down countertops.
- Clean the mirrors (glass cleaner; Wipe down toilet/urinals, including behind the toilet, and sides, Disinfect toilet by letting solution sit while other duties are completed. Use same disinfectant for toilet base.
- Wash down partitions.
- Wipe down the walls.
- Wipe down, disinfect hand dryers/soap dispensers.
- Wipe/wash down/disinfect door and door handles.
- Sweep and mop floor.

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1. Remember to place wet floor signs.
2. Visual inspection: Dispersers, vents, area that may need further attention.
3. Empty and clean all supply equipment used for restrooms
4. Keep storeroom and closets clean and stocked.
5. There should be TWO Full cleanings of every bathroom daily and supplies should be checked periodically through out the day.

---

**Baltimore City Public Schools**
School Responsibilities
Health of School Facility

Maintaining the health and security of your educational facility

Maintenance (Submit SchoolDude Work Order)*
- Immediately call in building maintenance emergencies to AFM
- Submit maintenance and repair issues as they arise
- Report bagged toilets and urinals (attempt to unplug first)
- Report missed trash pick up the same day
- Report mold and suspect odor

Health & Safety (Environmental Compliance)
- Reset pull stations/fire alarm
- Set security alarms daily
- Reset elevator recall after fire alarm activation
- Replace batteries in CO detectors
- Contact Deer Park for shortages and low water supply - 443.829.5193
- Maintain Asbestos Management Plan (AMP) files in main office
- Maintain binders that list and identify hazards of chemicals used by custodian
- Maintain Site-based Safety Plan binder, keep set in Main Office
- Hold periodic faculty meetings to discuss safety and awareness.
- Conduct fire drills and Emergency Exercises monthly throughout the school year. All drills and exercises must be verified electronically on a monthly basis.
- Post evacuation floor plans throughout all occupied rooms – illustrate primary and secondary emergency egress routes to include handicapped persons. Post plan in the Main Office
- Ensure at least one AED is onsite in the Main Office and at each school-sponsored athletic event.

Pest Control
- Maintain Pest Control log book in the Main Office
- Limit food items outside of cafeteria
- Do not overfill or block dumpsters

Custodial (Refer to Custodial Guidance for complete list)
- Visually check and sign fire extinguishers monthly
- Replace light bulbs
- Replace stained or missing ceiling tiles (whole or partial tiles and straight cut)
- Thoroughly clean all areas of the building
- Touch-up paint for marks on walls & graffiti
- Tend to clogged bathroom fixtures immediately (plunger or hand auger sinks, toilets, floor drains)
- Move furniture
- Set up a communication plan with contract cleaner
- Check exterior grounds and remove debris

Fund, install and maintain
- Re-key interior and closet door locks
- CCTV systems
- Stand-alone intercom/microphone systems (i.e. in café, gym or auditorium not connected to building public address system)
- School installed key fob/key card systems
- Blinds/window screens inside (Operations handles security screens outside)
- Washer/dryer and associated electrical
- Kilns and associated electrical
- Scoreboards and associated electrical
- Digital school signs and associated electrical
- Instructional/Classroom equipment

*Refer to Maintenance Quick Reference Guide for Request and Repair Process
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Appendix G - Cleaning Computers and Electronics

COVID-19: CLEANING COMPUTERS AND ELECTRONICS FOR ALL USERS
The following information provides guidance on how to clean high-touch electronics. Examples include computers, computer accessories, touchscreen devices, printers and copiers (hereinafter referred to as “electronics”). All electronics in shared and public locations should be frequently cleaned and disinfected. When cleaning electronics it is important to follow the manufacturer recommendations for specific cleaning requirements. The guidance below was adapted from the CDC: Cleaning & Disinfecting Schools, Apple “How to Clean your Apple Products”, and Microsoft “Clean and Care for your Surface”.

General cleaning tips
- Use a lint-free cloth, such as a screen wipe or a cloth made from microfiber.
- Avoid excessive wiping and submerging item in cleanser to avoid damage.
- Unplug all external power sources and cables.
- Do not use aerosol sprays, bleach or abrasive cleaners.
- Ensure moisture does not get into any openings to avoid damage.
- Never spray cleaner directly on an item.
Approved COVID-19 disinfectants safe for computers, accessories and electronics

- This includes the display, touchscreen keyboard, mouse and the exterior surface of the item. If you have concerns about the cleaning product being used, please refer to the manufacturer’s recommendations and warning label.
- When using a disinfectant wipe, it is important to follow the contact time found on the label. It may be necessary to use more than one wipe to keep the surface wet for the recommended contact time.
- Do not use fabric or leather surfaces on items, as this can scratch or damage to the items.
- Do not use bleach to disinfect computers and electronics.

Resources

- [CDC: Cleaning & Disinfecting Schools](#)
- [How to Clean your Apple Products](#)
- [Microsoft: Clean and Care for your Surface](#)

If you have any questions, please contact IT support Services, phone: 443-642-3000.
Appendix H - COVID-19 Awareness Parent/Student Participation Acknowledgement Statement

Baltimore City Public Schools
In-Person Educational Program

Parent/Guardian Consent Form and COVID-19 Awareness Acknowledgement Statement

(Revised October 30, 2020)

I consent to the participation of my child in an in-person educational program operated by Baltimore City Public Schools (“City Schools”). I agree to comply with all rules for my child’s participation in this in-person educational program and any other in-person activity on City Schools property (“City Schools Activity”), including the following requirements:

- My child will follow the Code of Student Conduct, as well as all rules for wearing a mask and social distancing, set forth in the City Schools Health and Safety Guide, which is grounded in science-based, expert guidance and real time experience from in-person operations in City Schools and across the United States and in other countries (Please use this link for the latest version).
- I will not send my child to the City Schools Activity if they have symptoms of a COVID-19 like illness, have been diagnosed with COVID-19, are waiting for test results, or have been in close contact (within 6 feet for at least 15 minutes total over a 24 hour period) with anyone diagnosed with COVID-19 or suspected of having COVID-19 in the past 14 days. I also agree to report to City Schools that my child has a confirmed or suspected case of COVID-19.
- I will review symptoms with my child and monitor my child’s symptoms every day that my child attends any City Schools Activity.
- If my child becomes ill during any City Schools Activity, I will ensure they are picked up from school promptly. (Students who are ill are not permitted to be transported home via City Schools buses.) I will follow-up with an authorized health care provider/health department and comply with recommended quarantine or isolation as directed. If my child is ill, I understand that a negative COVID test or release to return to in-person activity from an authorized health care provider will be required in order to return to in-person activity earlier than 14 days after the start of their quarantine.
- If my child is eligible for transportation, I will ensure that a parent or guardian remains with my child until they complete their health screening and board the school bus. If my child does not pass the health screening, a parent or guardian will be there to take my child home.
- Students must be free of fever without the use of fever reducing medications for the period of time directed by current public health guidelines. Please consult your health care provider or the Maryland Health Department (Dial 211) with specific questions about COVID-19. If you need health insurance for your child, please visit: https://www.marylandhealthconnection.gov/ or call 1-855-642-8572.
- If City Schools is able to provide rapid COVID-19 testing to participants in the City Schools Activity, I consent to my child’s testing onsite by health professionals working in collaboration with City Schools and that tests results will be shared with the parent/guardian, City Schools, and the Baltimore City Health Department.
- I understand that failure to comply with the above rules may require City Schools to take steps necessary to protect the health and safety of my child, as well as other students and staff.

Signs and Symptoms of COVID-19:

New onset cough, shortness of breath, loss of sense of taste or smell

OR At least 2 of the following:

- fever of 100.4 or higher
- chills/shivering
- muscle pain
- sore throat
- headache
- nausea or vomiting
- diarrhea
- congestion or runny nose
I have reviewed information regarding COVID-19, including but not limited to these documents:

- What you should know about COVID-19 to protect yourself and others;
- What You Can do if You are at Higher Risk of Severe Illness from COVID-19;
- COVID-19 Frequently Asked Questions from the Maryland State Health Department; and
- City Schools Health and Safety Guide.

Based on my review of this information, I am aware that there is a risk of being exposed to COVID-19 by participating in the City Schools Activity. I am also aware that exposure can occur either directly or indirectly, whether or not a mask is worn, and notwithstanding reasonable efforts by City Schools to mitigate exposure.

I have considered my child’s and family’s personal health risk in the decision to attend the City Schools Activity. I have independently evaluated and reviewed the risk of being exposed to or infected by COVID-19, and I have determined to allow my child to participate in the City Schools Activity with full knowledge, acceptance, and assumption of all the above risks.

Student Name: __________________________________________________

School Name: __________________________________________________

Parent/Guardian Signature: _________________________________________  Date: __________

Parent/Guardian Printed Name: _______________________________________

INSERT IF USING AN ONLINE FORM:

** I agree that by typing my name and today’s date, I am intending that the electronic submission of this form, and my electronic signature, are intended to be, constitute, and are the equivalent to, my personal signature.
Appendix I- Log of face covering/mask distribution

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Appendix J – Health Screening Procedure

During the school day:

- Staff who have a fever of 100.40 (38.00°C) or above or other signs of illness should return home.
- Students who have a fever of 100.40 (38.00°C) or above or other signs of illness should be immediately sent to the Wellness Room. Encourage parents to be on the alert for signs of illness in their children and to keep them home when they are sick.

Health Screener

- Each site should designate people to conduct the health screening.
- The health screener should arrive on site early. The first two employees who arrive (including the health screener) should conduct the health screenings for each other. The health screener or screeners should then conduct the screening for all other staff and students.
- Upon arrival, the health screener should have their face covering on before entering the building, wash their hands, put on eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and disposable gloves.
- Follow procedure to put on PPE properly.
- Conduct symptom monitoring in a draft-free space and out of direct sun or near radiant heat sources. Typically, the environmental temperature should be between 60.8-104 °F (16-40 °C) and relative humidity below 85 percent. Place the infrared thermometer in the testing environment or room for 10-30 minutes prior to use to allow the thermometer to adjust to the environment.
- Make a visual inspection of the person for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the person is not experiencing coughing or shortness of breath.
- Ask if the person has experienced any of the following symptoms and note that questions have been asked:
  1. In the past 14 days have you had any new onset of any 1 of the following: cough, shortness of breath, difficulty breathing, loss of taste or smell, OR At least 2 of the following:
      - fever of 100.4° or higher
      - chills or shaking chills
      - muscle aches
      - headache
      - sore throat
      - nausea or vomiting
      - diarrhea
      - fatigue
      - congestion or runny nose
  2. Within the past 14 days, have you been waiting for a COVID-19 test result, been diagnosed with COVID-19, or been instructed by any health care provider or the health department to isolate or quarantine?
  3. In the last 14 days, have you had close contact (within 6 feet for at least 15 cumulative minutes over a 24 hour period starting from two days before illness onset) with anyone diagnosed with COVID-19 or suspected of having COVID-19 (i.e., tested due to symptoms)?
- Schools should use the provided Google tracker template to create a school version of the tracker. Schools should use the school specific tracker to complete the screener for each staff, student and any other person who enters the building each day. This will generate an essential electronic record that will support the district’s ability to do contract tracing in the event that a member of the school community tests positive, so all people entering the building MUST complete the health screening check.

**Taking Temperatures**

- Take the person’s temperature and note that reading has been taken on the Google tracker.
- The test area of the forehead is clean, dry and not blocked during measurement. The person’s body temperature or temperature at the forehead test area has not been increased or decreased by wearing excessive clothing or head covers (for example headbands, bandanas), or by using facial cleansing products (for example cosmetic wipes).
- Hold the thermometer sensing area perpendicular to the forehead and instruct the person to remain stationary during measurement(s). (See Figure 1)
- The distance between the noncontact infrared thermometer and forehead is specific to each thermometer. Consult the manufacturer’s instructions for correct measurement distances.
- Do not touch the sensing area of the thermometer and keep the sensor clean and dry.

![Figure 1: Correct Use – Forehead unobstructed, and NCIT perpendicular to forehead and used at distance identified in manufacturer’s instructions.](image)

![Figure 2: Incorrect Use – Not perpendicular to forehead](image)
• If you use disposable or non-contact (temporal) thermometers and did not have physical contact with an individual, you do not need to change gloves before the next check.
• If you use non-contact thermometers, clean them with disinfectant sprayed on a paper towel between each client. You can reuse the same wipe as long as it remains wet.
• After all screenings have been completed, remove and discard PPE (following removal procedure), and wash hands.
• Use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
Appendix K - COVID Response Process

**STEP 1**
**EMPLOYEE CONTACTS SUPERVISOR**
Employees inform their principal or supervisor if:
- They’ve tested positive for COVID-19.
- They’re experiencing COVID-like symptoms.
- They’ve had close contact with someone who has tested positive for COVID-19.

(Close contact is anyone within 6 feet of an infected person for a cumulative total of 15 minutes or more over a 24-hour period)

**STEP 2**
**SUPERVISOR CONTACTS HUMAN CAPITAL**
Supervisors will then email the following information to humancapital@bcps.k12.md.us
1. Employee’s name
2. Employee’s phone number
3. Whether the employee has tested positive for COVID, has COVID-like symptoms, or has been in contact with someone who has tested positive for COVID.
4. Information about any contact the employee has had with other people in the building or office.

**STEP 3**
**HUMAN CAPITAL CONTACTS THE EMPLOYEE**
Staff in the Human Capital Office will reach out to the employee:
- Check on the employee’s well-being
- Ask them a series of questions based on their circumstances
- Collect information on close contacts
- Provide instruction on quarantine (14 days) as well as applicable leave (10 days).
This will occur within three hours of when Human Capital receives information from the supervisor.

**STEP 4**
**HUMAN CAPITAL SENDS NOTIFICATIONS**
Human Capital will send a follow-up email to the employee, with the principal and supervisor copied, that includes the following information:
- Quarantine instructions, leave options, and estimated return to work date.

Human Capital will also send emails to the school’s ILED, School Support Manager, and Facilities and Food Services if there are additional steps that need to occur, such as cleaning or closing a food site.

**STEP 5**
**CONTACT TRACING & FOLLOW UP**
Human Capital will contact everyone identified as a close contact by the employee and supervisor.
- Close contacts will be instructed to quarantine for 14 days (10 days of leave).
- Supervisors of the close contacts will also be copied on email. Human Capital will also send a general communication to any individuals at the work location who were in close contact with the employee.
Below is an explanation of how the COVID response process works in schools.

COVID Response & Follow-up

**Step 1:** School Becomes Aware of Possible COVID Case

Whether in school or out of school, the principal needs to know immediately if the student:
- Has COVID-like symptoms
- Has tested Positive for COVID-19
- Has been in close contact with someone who has tested positive for COVID or has COVID-like symptoms

**Step 2:** School Notifies Central Contact Tracing Team

As soon as the school is notified, the school will reach out to City Schools’ central contact tracing team, which tracks all incidents of COVID-like symptoms.

Central Contact Tracers may assist the school with the next steps in the COVID response process.

The district also needs information to later determine if any staff members are affected.

**Step 3:** School Gathers Additional Information

Staff will reach out to the family to:
- Check on the student’s and family’s well-being
- Ask a series of questions based on their circumstances
- Collect information on close contacts

Staff will evaluate the circumstances to determine next steps.

**Step 4:** Communicating Next Steps to Family

After assessment and outreach, it may be necessary for the student and family members to stay home.

The school will provide the family of the student with directions on next steps.

We will check-in with the family of the student to ensure they are clear on the student’s options for online learning and return.

**Step 5:** Following-up with Other Students and Families

The principal will connect with students in the same cohort as the student to provide next steps.

Sometimes staying home is also appropriate for the entire cohort your child belongs to, depending on circumstances.

The principal will keep everyone updated as new information is learned.

If your child has symptoms or has been exposed, keep an eye on your child’s symptoms, reach out to your health care provider, and consider accessing available testing options.

If you do obtain a test, let the school know the results immediately so they can provide guidance around return for your child as well as close contacts.
### Appendix L - Face Coverings and PPE for Special Situations

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| **Student who does not wear a face covering all day**                                                                                  | Student: Face shield  
Staff: Surgical mask and face shield                                         |
| **Student who needs to briefly remove a face covering (speech assessment, etc.). Staff >6ft away**                                             | Student: Physical barrier (desk shield/ face shield) and no face covering  
Staff: Cloth face covering                                                         |
| **Staff member who needs to briefly remove a face covering (phonetics instruction). Staff <6ft away**                                       | Student: Cloth face covering *if student’s mouth also needs to be visible, physical barrier for student*  
Staff: Physical barrier (face shield that covers chin and wraps around sides of face) and no face covering OR clear mask |
| **Staff member who needs mouth to be visible for extended time (student who needs to read lips)**                                            | Student: Cloth face covering                                         
Staff: Clear mask                                                                    |
| **Student who needs temporary assistance at less than 6 ft (hands on writing assistance, help with computer, etc.)**                     | Student: Physical barrier (Desk shield/face shield) and face covering for student  
Staff: Physical barrier and cloth face covering for staff                           |
| **Student with face covering who needs ongoing assistance at less than 6 ft**                                                                  | Student: Cloth face covering                                         
Staff: Surgical mask and face shield                                                 |
| **Students who require on site aerosol generating procedures**                                                                             | Student: Cloth face covering                                         
Staff: KN95, face shield, gloves and gown                                             |
| **Student who requires assistance with personal care (e.g., diapering, toileting, oral and GTube feeding) that could expose staff to well student’s bodily fluids.** | Student: Cloth face covering                                         
Staff: Surgical mask, face shield, gloves and gown                                   |
| **Student who requires feeding assistance**                                                                                                 | Student: Cloth face covering                                         
Staff: Surgical mask and face shield                                                 |
| **Student who is known to spit or have salivary incontinence or the involuntary spillage of saliva over the lower lip**                  | Student: Back up supply of face coverings  
Staff: Cloth face covering. If spitting involved-> face shield                       |
| **Student who requires direct care (e.g., first aid, medications, diabetes care) assistance**                                               | Student: Cloth face covering                                         
Staff: Surgical mask, face shield and gloves                                        |