



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

January 29, 2021

Reopen Strong COVID-19 Operations Handbook School Plan Template

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

School Plan Template Overview

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

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

Term 1 Planning & Term 2 Assumptions

Term 1 for SY20-21 will be a virtual learning model with Student Support Centers opening to support custodial care learning for students. DCPS is planning under the assumption that Term 2 will be a hybrid learning model but understands that it may continue under a virtual learning model with an expansion of Student Support Centers. In any given context, a virtual learning model will have a lower building capacity and presence of students and staff than a hybrid learning model.

Handbook Components

The handbook is comprised of two components:

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

Additional Information

Please reference "Handbook Guidance Overview" in the *COVID-19 Operations Handbook* for further details on process and supports.

School Plan Template Completion & Use

Each school's leadership will complete a school plan template for their schools. School leaders will be supported by OCOO, the Strategic School Operations team, Instructional Superintendents, and other relevant Central Office teams in the completion of this school plan template. Please see the "Overview" section of the *COVID-19 Operations Handbook* for additional details.

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Planning Overview

School Points of Contact

Having a clear understanding of key school points of contact is necessary for communication within school buildings, between schools and central office, and between schools and DC government agencies when necessary.

Core Operations Team

The Core Operations Team (COT) is the team of individuals which is central to ensuring operations during virtual and hybrid learning models. Please provide the points of contact (POCs) for the school’s COT below. Please see the “Core Operations Team” section of the **COVID-19 Operations Handbook** for additional guidance.

To ensure operations continuity in the case of staff absence(s), the below table requires schools to list a primary point of contact (POC) and a secondary POC. Schools who have the staffing may list two back up points of contact (POCs). The first POC will be the initial staff member responsible for the duties of their respective position with the second POC serving as back-up in case the first POC is absent, and similarly for the third POC with the second POC.

Core Operations Team				
		First POC	Second POC	Third POC (When applicable)
Leadership/ Operations	Name & Position	Jen Geoffroy, Principal	Elke Chen, Assistant Principal	
	Phone Number	202-903-7118	202-281-5217	
	Email Address	Jennifer.geoffroy@k12.dc.gov	Elke.chen@k12.dc.gov	
Custodial Maintenance	Name & Position	Lawrence Stephenson, Foreman	Russell Hart, Custodian	
	Phone Number	202-446-6453	202-282-0106	
	Email Address	Lawrence.stephenson@k12.dc.gov	Russell.hart@k12.dc.gov	

Security	Name & Position	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal	
	Phone Number	202-282-0106	202-903-7118	
	Email Address	Kestaganer.johnson@k12.dc.gov	Jennifer.geoffroy@k12.dc.gov	

Additional Key Points of Contact

Depending on the types of school building use, additional points of contact (POCs) may be needed for specific programmatic purposes. Please provide the relevant category’s POC information below and note “N/A” for sections that are not applicable. Some of these areas may have the same POC; if so, please include their name and information in each relevant section.

To ensure operations continuity in the case of a staff absence(s), the below table requires schools to list a primary point of contact (POC) and a secondary POC. Schools who have the staffing may list two back up points of contact (POCs). The first POC will be the initial staff member responsible for the duties of their respective position with the second POC serving as back-up in case the first POC is absent, and similarly for the third POC with the second POC. The same POC may be listed in more than one category.

Additional Key Points of Contact				
		First POC	Second POC	Third POC <i>(When applicable)</i>
COVID-19 Response Protocols (IRT Designees)	Name & Position	Jen Geoffroy, Principal	Elke Chen, Assistant Principal	
	Phone Number	202-903-7118	202-281-5217	
	Email Address	Jennifer.geoffroy@k12.dc.gov	Elke.chen@k12.dc.gov	
Supply & Inventory Management	Name & Position	Kestaganer Johnson, Business Manager	Elke Chen, Assistant Principal	
	Phone Number	202-282-0106	202-281-5217	
	Email Address	Kestaganer.johnson@k12.dc.gov	Elke.chen@k12.dc.gov	
Technology	Name & Position	Kestaganer Johnson, Business Manager	Elke Chen, Assistant Principal	

Management				
	<i>Phone Number</i>	202-282-0106	202-281-5217	
	<i>Email Address</i>	Kestaganer.johnson@k12.dc.gov	Elke.chen@k12.dc.gov	
ECE Program Coordination (if applicable)	<i>Name & Position</i>			
	<i>Phone Number</i>			
	<i>Email Address</i>			
Specialized Instruction Program Coordination	<i>Name & Position</i>	MaryEllen Noonan, LEA Representative Designee		
	<i>Phone Number</i>	202-282-0106		
	<i>Email Address</i>	Maryellen.noonan@k12.dc.gov		
Out of School Time Programs	<i>Name & Position</i>			
	<i>Phone Number</i>			
	<i>Email Address</i>			
Partners (if applicable)	<i>Name & Position</i>			
	<i>Phone Number</i>			
	<i>Email Address</i>			

School Facilities & Building Use Snapshot

This section provides a space to encapsulate the “big picture” aspects of school operations through an overview of facilities to how those facilities will be used and how many students may potentially use them.

Facilities Overview

To provide a summary of the school’s space capacity and facilities options, please provide a summary of the school’s capacity for each category as well as which will be used (e.g. a school may have 3 entrances and exits but will only be using two of them).

Please see the “Safety First Space Design” section of the *COVID-19 Operations Handbook* for additional guidance.

Facilities Overview	
<i>Number of entrances & exits and how many will be used</i>	In Term 3, we will also use the front entrances as temperature check locations.
<i>Number of general education classrooms and how many will be used</i>	12 classrooms, 4 will be used for CARE, CARE+, and IPL classrooms starting in Term 3.
<i>Number of specials classrooms and how many will be used</i>	4 (art, music, gym, library), none will be used for in-person learning as specials are all virtual. Some classrooms may be used by teachers teaching virtually and other spaces for indoor recess when there is inclement weather.
<i>Number of ECE classrooms and how many will be used</i>	2 PK classrooms, 2 will be used for CARE classrooms in Term 3.
<i>Number of self-contained special education classrooms and how many will be used</i>	3 CES classrooms, none will be used in Term 3
<i>Number of resource or support services rooms and how many will be</i>	5, none will be used in Term 3

<i>used</i>	
<i>Number of office or shared staff spaces and how many will be used</i>	6, 2 will be used in Term 3
<i>Number of bottle fillers (not water fountains)</i>	0
<i>Number of student and adult bathrooms</i>	9 classrooms plus nurse’s suite and library have bathrooms inside, 3 large bathrooms for students in hallways; 6 single stall bathrooms primarily used by staff
<i>Accessible large green space and/or garden area</i>	Sloped area between Hearst Rec Center and Hearst ES Library/gym
<i>Playground and/or structure</i>	Hearst playground is a DPR facility that the school will use from 11:00am-1:00pm. This playground is consistently used daily by families in the neighborhood.
<i>Please identify priority facilities concerns and limitations.</i>	

Building Uses

To the best of current knowledge, provide the various types of school building uses in the table below to give a comprehensive understanding of ongoing activities. Please see the “Safety First Space Design” section of the *COVID-19 Operations Handbook* for additional guidance.

Building Uses			
<i>Types of Building Use</i>	<i>Is this activity taking place in your school?</i>	<i>Hours of Operation</i>	<i>List which parts of building are being used (gym, cafeteria, etc.)</i>
<i>In-Person Student Instruction</i>	Yes	8:15-3:30	Classrooms will primarily be used with the gym, art room, and library used for inclement recess

<i>Custodial Care – Supervision of Students Accessing Virtual Instruction</i>	Yes	8:15-3:30	Classrooms will primarily be used with the gym, art room, and library used for inclement recess
<i>Student Support Center Programming</i>	no		
<i>Meal Site</i>	no		
<i>Childcare Site</i>	no		
<i>School-Based Health Center</i>	no		
<i>Athletics (not approved for term 2 at time of release)</i>	no		
<i>Use of Classrooms by Teachers to Provide Virtual Instruction</i>	no		
<i>Additional Building Uses</i>	no		

Identifying Key Operational Locations

To support in-person student programming, the following locations must be identified to ensure that the school is prepared for the new COVID-19 operational procedures and processes that must be implemented for health and safety considerations.

Please see the “Safety First Space Design” and “Arrival” sections of the *COVID-19 Operations Handbook* for additional guidance.

Key Operational Locations		
Need	Guidelines	Location(s) in Your School
Arrival Space	<p>Each school should designate a minimum of one entry point.</p> <ul style="list-style-type: none"> The entry point that most allows for social distancing/staff oversight should be selected. <p>Based on the volume of students and availability of staff, schools should select more than one entry point to improve the arrival process.</p> <p>Please indicate the number of entry points.</p>	We will use two doors at the main entrance for daily arrival for students
Health Isolation Room	<p>Each school is required to designate a COVID-19 related Health Isolation Room separate from the nurse’s office. A student who shows COVID-19 symptoms during the arrival process or school day is to be directed to the specific room until they can be picked up by a guardian. Staff must also wait in this room if they exhibit COVID-19 symptoms at arrival or throughout the day if they are waiting for someone to pick them up.</p> <p>The Health Isolation Room should:</p> <ul style="list-style-type: none"> Be no more than 100 feet from the arrival/entry location, but ideally within 50 feet. Be a minimum of 850 square feet to accommodate 10 students. If a room this size is not available, the number of students that can be accommodation will be reduced. If possible, the room should have an en-suite bathroom. Otherwise, a nearby all-gender toilet room should be identified for use by students in 	160 & 161

	<p>the Health Isolation Room. Have chairs or desks available to accommodate students.</p>	
Guardian Pick-Up Space	<p>Each school is required to designate a Guardian Pick-Up Room. Students will be directed here if they do not have a designated classroom to attend that day and have passed the OSSE “Ask, Ask, Look” protocol.</p> <p>For additional information on scenarios in which students would come to this room, please see “Unanticipated Student Scenarios” section.</p>	164

School Processes & Services

Staff Arrival & Building Use

Task Designation

Please enter primary and secondary staff designees for the below procedural steps. Please see the “Staff Health Screening & Safe Hygiene” section of the *COVID-19 Operations Handbook* for additional guidance.

Daily Arrival Preparation			
Preparation	Frequency	Primary Staff Designee (provide name and position title)	Secondary Staff Designee (provide name and position title)
Ensure all staff have completed daily health screening process and verify through staff online QuickBase submission or sign in sheet	Daily	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Ensure all staff have daily temperature taken upon arrival to school; if temperature is 100.4 degree Fahrenheit, or higher, staff member must leave the building and contact Principal or designee.	Daily	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Ensure staff follow social distancing guidelines	Daily	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal

Staggered Scheduling (Optional for Staff Arrival)

Depending on the number of staff at your school, leadership may elect to develop and enforce a staggered arrival schedule for staff. Please complete below table to indicate staggered arrival planning.

Staggered Arrival Schedule	
Average number of staff per day	Starting on 2/1 - 21

Number of Waves	2
Time of Waves (i.e. 7:45-8am, 8am-8:15am, etc.)	6:00-6:15, 7:45-8:00
Please describe your strategy to stagger staff arrival	
The custodians will be part of the first wave, with all other staff in the second wave.	

Student Arrival

Preparation Steps and Ongoing Maintenance

Please see the “Elementary – Student Arrival” and “Secondary – Student Arrival” sections of the *COVID-19 Operations Handbook* for additional guidance and enter primary and secondary staff designees for the below preparations.

Daily Arrival Preparation			
Preparation	Frequency	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Pre-Arrival: Confirm Health Isolation Room and Guardian Pick-Up Space are set up and prepared to receive students	Daily	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Pre-Arrival: Set up tents in space where students will be waiting in line for arrival	Daily/As needed	Custodians	Kestaganer Johnson, Business Manager
Pre-Arrival: place hand sanitizer stands by student waiting lines	Daily	Custodians	Kestaganer Johnson, Business Manager
Pre-Arrival: Set up mask distribution table	Daily	Custodians	Kestaganer Johnson, Business Manager
Pre-Arrival: Ensure thermometers are sanitized and operational	Daily	Nurse/Health staff	Kestaganer Johnson, Business Manager
Pre-Arrival: Set up grab and go breakfast table	Daily	Custodians	Kestaganer Johnson, Business Manager
Pre-Arrival: Doors must be propped open when students are moving through the school building.	Daily	Custodians	Kestaganer Johnson, Business Manager
Post-Arrival: Sanitize materials and table-top surfaces after arrival process complete	Daily	Custodians	Kestaganer Johnson, Business Manager
Post-Arrival: Store equipment and assess inventory needs after arrival process complete	Daily	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Post-Arrival: Relocate tents for outdoor	Daily	Custodians	Kestaganer Johnson,

learning as appropriate after arrival process complete			Business Manager
Post-Arrival: Oversee arrival of late students—Complete OSSE “Ask, Ask, Look” protocol.	Daily	TBD	TBD

Task Designation

Please enter primary and secondary staff designees for the below procedural steps.

Daily Arrival Procedural Steps			
Procedural Step	Staff Role	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
1. Students arrive and join line.	Staff checks if student is present for the correct in-person day. <ul style="list-style-type: none"> • If it is the wrong in-person day and student’s guardian is there, the guardian needs to take student home. • If the guardian is not there for wrong in-person day, students must go through the OSSE “Ask, Ask, Look” protocol process before they can enter to wait in the building as staff calls guardians. 	Jen Geoffroy, Principal	Kestaganer Johnson, Business Manager
2. Students use hand sanitizer from the stands arranged next to the lines.	Staff ensures student uses hand sanitizer properly before touching mask to put on face.	PCTs	PCTs
3. Students can arrive with face covering or receive a surgical mask after the hand sanitizer station.	Staff hands student a non-surgical face mask if they do not have a face covering and checks that student has put it on correctly.	PCTs	PCTs

<p>4. Students complete the OSSE “Ask, Ask, Look” protocol for COVID-19.</p>	<p>Staff will ask student or guardian if at-home self-screening and close contact check were completed and record health assessment information (1st and 2nd step of the OSSE Ask, Ask, Look Protocol).</p> <p>Staff will complete third step of the OSSE “Ask, Ask, Look” protocol, a visual symptom assessment, by visually assessing whether the student is presenting with any COVID-19 symptoms. See Health Screening & Safe Hygienic Practices section for more details.</p> <p>If student does not pass assessment, they are directed to the Health Isolation Room and the guardian is contacted. If a student is sent to the Health Isolation Room or picked up by a guardian, this information should be recorded in the IRT.</p>	<p>PCTs</p>	<p>PCTs</p>
<p>5. Student has temperature taken.</p>	<p>Staff will conduct temperature check of each student; a non-contact thermometer will measure each student’s temperature. If student has a reading of 100.4 degrees Fahrenheit, or higher, they should not be admitted into school. If they are not able to leave the premises, the student is to be directed to the Health Isolation Room and their guardian is to be contacted for pickup. If a student is sent to the Health Isolation Room or picked up by a guardian, this information should be recorded in the IRT.</p>	<p>PCTs</p>	<p>PCTs</p>
<p>6. If students arrive on wrong in-person day and passed the OSSE “Ask, Ask, Look” protocol they are guided to the Guardian Pick-Up Space to wait for their guardian whom the staff calls.</p>	<p>If present on the wrong in-person day, once student goes through arrival process successfully, the assigned staff takes student to Guardian Pick-Up Space to wait.</p>	<p>Kestaganer Johnson, Business Manager</p>	<p>Jen Geoffroy, Principal</p>
<p>7. If students exhibit</p>	<p>If student exhibits a COVID-19 symptom,</p>	<p>PCTs</p>	<p>PCTs</p>

<p>positive symptoms during the OSSE “Ask, Ask, Look” protocol, they are directed to a Health Isolation Room while staff calls guardian to pick up student.</p>	<p>then they will be guided to the isolation room which assigned staff oversee. Guardian will be called to pick up their student.</p>		
<p>8. If students passed the OSSE “Ask, Ask, Look” protocol and is present on the correct in-person day, they proceed to the cell phone station. Student stows cell phone in provided cell phone locker (when applicable).</p>	<p>Staff support students, while socially distanced, to pick up their breakfasts on the go and head to classrooms.</p>	N/A	N/A
<p>9. Student passes through weapons abatement (when applicable).</p>	<p>Security guard oversees student progression through weapons abatement screening</p>	N/A	N/A
<p>10. If a student passed the OSSE “Ask, Ask, Look” protocol and is present on the correct in-person day, they proceed to the grab & go breakfast table to pick up their meal before heading to classroom.</p>	<p>Staff are posted throughout the school hallways to ensure that students are being safe and following health guidelines (i.e. not touching each other, wearing a face covering, etc.) as they go directly to class.</p>	Staff	Staff
<p>11. Students walk to classrooms socially distanced using markers or decals on ground to guide</p>	<p>Staff are posted throughout the school hallways to ensure that students are being safe and following health guidelines (not touching each other, wearing a face covering, etc.).</p>	Staff	Staff

<p>them. They may stop to refill their water bottle, but bathroom breaks are not allowed. They must proceed directly to their classrooms otherwise.</p>	<p>There will be a staff member posted near each running bottle filler or water cooler to supervise students and make sure bathrooms aren't used and students go directly to class.</p>		
<p>12. Students arrive at their classrooms.</p>	<p>Staff is present to welcome and supervise students as they complete breakfast and begin the start of the school day.</p>	<p>Staff</p>	<p>Staff</p>

Staggered Scheduling

In planning for your arrival roles and responsibilities, the recommendation is that arrival groups be developed to stagger how many students are arriving at the same time. For example, a school may elect to develop arrival wave by grade level, homerooms, alphabetical order, etc. The staff that support students through the arrival process should be the staff that support the wave subgroups.

Please complete below table to indicate staggered arrival planning.

<p style="text-align: center;">Staggered Arrival Schedule</p>	
<p>Average number of students per day</p>	<p>61</p>
<p>Number of waves</p>	<p>2wave with two PCT-staffed temperature check stations</p>
<p>Time of waves (i.e. 7:45-8am, 8am-8:15am, etc.)</p>	<p>8:15-8:30, 8:30-8::45</p>
<p>Please describe your strategy to stagger arrival & staff the arrival process.</p>	
<p>Students will enter through the two main doors and there will be two PCT-staffed temperature check stations, hand sanitizer stands, and mask stations at these doors.</p>	

Student Transitions & Facilities Use

Preparation Steps and Ongoing Maintenance

Bathroom use and water access are modified during COVID-19 operations to minimize risk and to ensure social distancing. For support in completing this school plan template section, please reference the “Transitions & Facilities Use” section of the COVID-19 Operations Handbook.

Each school will need to develop a bathroom use plan to minimize the number of students in bathrooms at the same time and to encourage social distancing. Please reference the “Hallway Transitions & Facilities Use” section of the *COVID-19 Operations Handbook* and enter primary and secondary staff designees for the below preparations.

Transitions & Facilities Preparation			
Preparation	Frequency	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
As applicable, distribute water pitchers and cups to classrooms (elementary and ECE)	Daily (as applicable)	n/a	n/a
Take water pitcher to kitchen for daily cleaning, when applicable	Daily	n/a	n/a
Ensure water filler stations are operational	Daily	n/a	n/a
Ensure water coolers (as needed) are set up and operational throughout your school and filled with water	Daily	n/a	n/a
Monitor bathroom strategy to ensure it achieves goal of limiting students in bathroom at the same time and in support of social distancing	Daily	Jen Geoffroy, Principal	Kestaganer Johnson, Business Manager

Bathroom Use Scheduling & Strategy

Please reference the “Hallway Transitions & Facilities Use” section of the *COVID-19 Operations Handbook* for strategy suggestions and complete below table to indicate bathroom use scheduling and strategy.

Bathroom Use Strategy

Number of student bathrooms	3 large bathrooms for students in hallways; 6 single stall bathrooms primarily used by staff
Number of classrooms	9 classrooms have bathrooms inside
Primary POC (who can we contact with questions on your school bathroom strategy?)	Jen Geoffroy
Please enter how you plan to limit the number of people in the bathroom at the same time through one of the strategies above, or through a plan tailored to your school.	
<p>4 of the 6 classrooms in use in Term 3 have bathrooms in them, so students in these classrooms will use the classroom bathroom.</p> <p>Students in each of the other 2 classrooms will be sent to the hallway bathroom one at a time, ensuring that there are never more than two students in the hallways bathrooms ever and allowing social distancing practices to remain in place in the group bathrooms.</p>	

Water Access Strategy

Please complete below table to indicate water access strategy.

Water Access Strategy	
Number of water filler stations in school that are currently operational	0
Placement of water coolers (identify locations throughout school suitable for water cooler)	n/a
Primary POC (who can we can contact with questions on this?)	Jen Geoffroy
Please enter your water access strategy (e.g. students will be scheduled to fill reusable water bottles 2x/day, pitchers and cups will be available in classrooms, etc.)	
<p>Students will use bottled water provided by DCPS and/or fill reusable bottles in the classrooms using the water fountains inside classrooms.</p>	

Student Classrooms & Learning Spaces

Preparation Steps and Ongoing Maintenance

Please reference the “Classrooms & Learning Spaces” section of the *COVID-19 Operations Handbook* and enter primary and secondary staff designees for the below preparations.

Classrooms & Learning Spaces: Preparation			
Preparation	Frequency	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Classroom door must be propped open when students are arriving or leaving as a group. When students are in the classroom, the door must be kept closed.	Daily	Custodial Team	Kestaganer Johnson, Business Manager
Ensure appropriate supply of disinfectant wipes, hand sanitizer, and extra face masks to support cleaning of shared materials.	Daily	Custodial Team	Kestaganer Johnson, Business Manager

Task Designation

Please enter primary and secondary staff designees for the below procedural steps.

Daily Classroom & Learning Spaces: Procedural Steps			
Procedural Step	Staff Role	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Cleaning Shared Materials	If there are materials that must be shared among students, make sure to clean them at the start of the day and as feasible during the day between student or student	n/a	n/a

	group use.		
Cleaning High-Touch Surfaces	About 2-3 times a day depending on students' grade band and frequency of movement, clean all surfaces and high-touch areas.	Custodial team	Jen Geoffroy, Principal
Student Health Screening and Safe Hygienic Practices	Using the hand sanitizer dispenser, give each student hand sanitizer to use before lunch, after lunch, before recess, after recess, and before/after using shared materials to learn.	Instructional staff	Jen Geoffroy, Principal

Student Dismissal

Task Designation

Please reference the “Dismissal” section of the *COVID-19 Operations Handbook* and enter primary and secondary staff designees for the below procedural steps.

Dismissal Procedural Steps			
Procedural Step	Staff Role	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Students wait in class for dismissal with belongings packed.	Coordinating between staff to follow staggered release schedule.	Jen Geoffroy, Principal	Kestaganer Johnson, Business Manager
Student Wave Dismissal (schools determine waves).	Staff will be posted throughout the hallways to supervise students and ensure social distancing as students exit class and the building.	Jen Geoffroy, Principal	Kestaganer Johnson, Business Manager
Final wave (recommended those transitioning to after care in the building).	Staff will be posted throughout the hallways to supervise students. After school programming staff will be prepared in the classroom to receive students.	n/a	n/a
OSSE Transportation.	Staff will support OSSE transportation as needed and coordinate to get students safely to bus.	n/a	n/a

Staggered Scheduling

Student dismissal may be staggered by dismissal type (guardian pickup, walking, etc.), by grade, or by any other strategy that support social distancing in the dismissal process. Please complete below table to indicate staggered dismissal planning.

Staggered Dismissal Schedule				
Wave Cycle	Time Period	Location in Your School	Grade Band	Type of Dismissal

1	3:15-3:30	Main entrance	2-5	n/a
2	3:30-3:45	Main entrance	PK-1	n/a
3				

Student Meal Services

Preparation Steps and Ongoing Maintenance

Please reference the “Meal Services” section of the *COVID-19 Operations Handbook* and enter primary and secondary staff designees for the below preparations.

Meal Services: Preparation			
Preparation	Frequency	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Ensure appropriate supply of disinfectant wipes, hand sanitizer, trash cans and trash bags in room to support meal service in classroom.	Daily	Custodial Team	Jen Geoffroy, Principal

Task Designation

Please enter primary and secondary staff designees for the below procedural steps.

Meal Services: Task Designation			
Procedural Step	Staff Role	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Cleaning trash across school	Pick up trash and related items after mealtime.	Custodial Team	Jen Geoffroy, Principal
Ensuring classroom is clean	After lunch, clean surfaces in classroom and ensure all food is properly disposed of to prevent pest and vermin problems.	Custodial Team	Jen Geoffroy, Principal

Staggered Scheduling

Please complete below table to indicate coverage schedules in the classroom for breakfast and lunch.

Task	Primary POC	Secondary POC
Breakfast		
Oversee schedule development for classroom coverage during breakfast	Jen Geoffroy	Kestaganer Johnson
Due to the challenge of finding classroom coverage during mealtimes, additional planning may be needed. If so, please describe additional plans.		
Lunch		
Oversee schedule development for classroom coverage during lunch.	Jen Geoffroy	Kestaganer Johnson
Due to the challenge of finding classroom coverage during mealtimes, additional planning may be needed. If so, please describe additional plans.		
We will use relief staff to provide coverage for lunch and recess.		

Student Transportation

Preparation Steps and Ongoing Maintenance

Please reference the “Transportation” section of the *COVID-19 Operations Handbook* and enter primary and secondary staff designees for the below preparations.

Swing Space Daily Transportation: Procedural Steps			
Preparation	Frequency	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Swing: At pick-up location, designate an outdoor or indoor space (tents may be provided if needed) to serve as the pick-up location’s “Health Isolation Area” and set up to prepare it to receive students. Concurrently, at the learning site students are driven to, there needs to be a swing space version of the “Health Isolation Room” for students who develop symptoms during the day.	Daily	N/A	
Swing: At pick-up location, set up tents in space where students will be waiting in line for arrival	Daily		
Swing: At pick-up location, tape & maintain the 6ft social distancing spaces.	Daily		
Swing: At pick-up location, place hand sanitizer stands by student waiting lines	Daily		
Swing: At pick-up location, set up mask distribution table	Daily		

Task Designation

Please enter primary and secondary staff designees for the below procedural steps.

Swing Space Transportation: Task Designation			
Procedural Step	Staff Role	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
At pick-up location, student arrives and uses hand sanitizer.	Staff ensures student uses hand sanitizer properly before touching mask to put on face.		
At pick-up location, students can arrive with face covering or receive a non-surgical mask after the hand sanitizer station.	Staff hands students a non-surgical face mask if they do not have a face covering and checks to ensure students have put it on correctly.		
Students complete the OSSE “Ask, Ask, Look” protocol for COVID-19.	<p>At pick-up location, staff will ask students or guardians if at-home self-screening and close contact check were completed and record health assessment information (1st and 2nd step of the OSSE Ask, Ask, Look Protocol).</p> <p>Staff will complete third step of the OSSE “Ask, Ask, Look” protocol, a visual symptom assessment, by visually assessing whether the student is presenting with any COVID-19 symptoms. See Health Screening & Safe Hygienic Practices section for more details.</p> <p>If students do not pass assessment, they are directed to the Health Isolation Area at the pick-up location. This information should be recorded in the IRT.</p>		

If students exhibit positive symptoms during the OSSE “Ask, Ask, Look” protocol, they are directed to a Health Isolation Area at the pick-up location while staff calls guardian to pick up student.	Staff takes students to Health Isolation Area to wait and supervises students in the area.		
Student passes “Ask, Ask, Look” protocol and waits in line to enter the bus.	Oversee students as they wait in line.		
Student enters the bus.	Oversee students as they enter the bus.		
Student departs the bus at the swing space site.	Oversee students on bus and walk from bus to swing space.		

OSSE Transportation: Task Designation			
Procedural Step	Staff Role	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Student arrives at the line for the bus.	Complete the OSSE “Ask, Ask, Look” protocol.	OSSE Drivers	
Student travels on bus.	Oversee students on bus	OSSE Drivers	
Student arrives to school.	Walk students one-by-one through arrival process and to classrooms once at school site using alternate entrance.	N/A	

Visitor Management

Preparation Steps and Ongoing Maintenance

Using the “Visitor Management” section of the *COVID-19 Operations Handbook*, complete the following template to map out your visitor management strategy.

Scheduling of Visitor Appointments		
Task	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Respond to incoming calls and emails for appointments <ul style="list-style-type: none"> - For each appt. request, ask, “Can this be done over teams or another virtual platform?” 	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Provide daily schedule (printed out) to security guard prior to start of day.	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Develop visitor schedule form and maintain weekly (see appendix in <i>COVID-19 Operations Handbook</i> for example).	Kestaganer Johnson, Business Manager	Jen Geoffroy, Principal
Management of Visitor Appointments		
Task	Primary Staff Designee (provide name & position title)	Secondary Staff Designee (provide name & position title)
Welcome visitor	Security guard	Kestaganer Johnson, Business Manager
Confirm visitor is on the schedule. If not on the schedule, consult the school administrative designee.	Security guard	Kestaganer Johnson, Business Manager
<p><i>Please note that in the event visitor does not have an appointment, the Security Guard will reach out to the COT Leadership/Operations POC to see if the visitor may still be permitted entry (if the POC determines it is a valid reason). If Leadership/Operations POC is not available, the visitor will be required to make an appointment.</i></p>		