Georgia's K-12 Restart Working Group: Facilities, Equipment, and Transportation

Georgia's K-12 Restart: Facilities, Equipment, and Transportation Working Group members:

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- **Pat Schofill**, GaDOE Director of Facilities Services and Pupil Transportation (Co-Chair)
- **Paul Hildreth**, Emergency Operations, Fulton County Schools
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Georgia's K-12 Restart Working Groups provide considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, or state required. Local school districts have the authority and flexibility to meet their individual needs and be responsive to their communities.

Facilities

	District/School Considerations
	Targeted Closures *(isolated/infected areas)* • Consider a communications plan that reassures parents and students the school building is being monitored during school closures. • Consider signage to restrict and direct vendors, construction crews, maintenance crews, and anyone coming to the school during school closures. **Short-term Closure** *(1-2 weeks)* • Consider a communications plan that reassures parents and students the school building is being monitored during school closures. • Consider signage to restrict and direct vendors, construction crews, maintenance crews, and anyone coming to the school during school closures. **Extended Closures** *(14 days or more)* • Consider a communications plan that reassures parents and students the school building is being monitored during school closures. • Consider procedures that secure the school building as well as school grounds, stadiums, gymnasiums, and detached building structures. • Consider signage to restrict and direct vendors, construction crews, maintenance crews, and anyone coming to the school during school closures.
	Traditional Instructional Model *(full in-person)* Consider inspecting the following due to long-term closure: • School building - Hallways, restrooms, mechanical rooms, classrooms, offices, back offices, locker room, media center, auditorium, walls, roof, ceilings, floors, etc., (should consider closing off water fountains) • School cafeteria, kitchen, and lunchroom – Continue to collaborate with the local board of health when inspecting and cleaning the food preparation and serving areas. • School grounds - Perimeter of the school building, playground equipment, playground area, parking lot, sidewalks, athletic practice fields, • Condition of equipment - Computers, learning materials, kitchen equipment, A/C, heating, lawn mowers, copiers, printers, phones, office equipment and supplies, etc. • Gymnasiums - Restrooms, locker rooms, offices, seats, benches, concession area, lobby area, vending machines, exercise equipment, weight room, perimeter of the gymnasium, parking lot, etc. • Stadium - Restrooms, locker rooms, spectator area, lobby area, commons area, box office, offices, field, perimeter of the stadium, parking lot, etc.

Traditional Instructional Model *(full in-person) – cont.*

- Detached buildings (e.g. shed for groundskeeping equipment, outbuilding for athletic equipment and/or band instruments, or other storage building).
- Consider any needed changes to the layouts of elementary, middle school, high school, and alternative school classrooms and other spaces to support social distancing.
- Consider the use of physical markers or barriers to communicate social distancing expectations. For example, use tape, cones, dividers, or signs to mark line positions as students wait for food or the bus.
- Consider plans for appropriate supports if considering the use of outdoor classes when appropriate.
- Consider layouts that maximize social distancing for other areas, including:
  - Arrival and departure areas
  - Entryways and hallways, including student lockers
  - Configurations for early childhood programs depending on the size, type, and function of classrooms
  - -Student and staff restrooms, water fountains, and handwashing stations. *NOTE: Water fountains should be cut off until further notice.*
  - Outdoor environments, including recess areas, jungle gyms, athletic fields, and common spaces
  - Cafeterias, student-run restaurants or coffee shops, and other food service areas
  - Counselors' offices, health screening areas, and any spaces reserved for physical or mental health care services or therapies (e.g. occupational therapy, physical therapy, speech language pathology services, mental health therapists)
  - Transportation pickup and drop-off areas for buses and other vehicles
  - Gymnasiums, locker rooms, auditoriums, practice rooms and other spaces used for athletic events, arts performances, PTA meetings and various extracurricular activities
- Consider whether the health screening area is large enough to serve a possible increase in the number of students and staff members. Consider whether the health screening area can be moved to a larger space.
- Consideration should be given to how the health screening area is accessed by students and staff members for the purpose of minimizing the number of people who may be exposed as the student or staff member goes to the health screening area.
- Consider using a structured walkthrough to identify high-touch areas that should be highlighted in procedures and protocols.
- Consider a calendar that includes periodic walkthroughs to ensure that procedures and protocols are being implemented as designed.
- Consider building in additional time to clean, sanitize and disinfect school facilities, ensuring that instructional time is protected.
- Consider a schedule chart to update job duty descriptions or expectations of those who are responsible for managing and implementing procedures and protocols for cleaning, sanitizing and disinfecting school environments, such as janitorial staff, nutritional services staff, teachers and others.
- Consider making provisions for individual students, where appropriate or feasible, to assist with cleaning their desks or personal spaces.
- Consider a protocol for handling books, devices, packets of assignments or lessons, and any other materials that students used while schools were closed or take home when schools reopen.

Traditional Instructional Model *(full in-person) – cont.*

- Consider conducting periodic reviews of cleaning procedures and protocols to ensure their effectiveness.
- Consider using the reviews to ensure fidelity of implementation and adjust procedures and protocols as needed to increase efficiency and effectiveness.
- Consider using the reviews to compile a list of needed cleaning, sanitizing, and disinfecting products for schools or district offices. Cross-reference the list with products meeting the United States Environmental Protection Agency cleaning criteria and seek input from state or local health departments and risk management personnel.
- Consider which products or chemicals should be banned from use - including those that cannot be used due to staff or student chemical sensitivities or allergies. *Clearly communicate to students, parents, teachers, and other school personnel which products may or may not be brought from home, as well as why certain products have been banned or may have only limited use.*
- Consider the following when selecting cleaning products:
  - Alternate product(s) to be used in cases of shortage or limited access to preferred products
  - Quantity needed for a three- to six-month supply
  - Vendor(s) and vendor contact information
- Consider a product management and distribution plan that addresses how products will be distributed, stored, and managed.
- Consider who will be responsible for managing the product inventory and ensuring that cleaning and disinfection products are safely and securely stored away from students.
- Consider contacting state or regional purchasing officers to determine if selected products can be purchased using a state negotiated price agreement or bulk discount.
- Consider working within regional networks, such as Regional Educational Service Agencies (RESAs), to determine shared needs and complete the action steps to establish possible statewide pricing agreements for high-need and high-use items.
- Consider policies and guidelines for the use of cleaning and sanitizing products that are not provided by the district or school, such as hand sanitizers[1,2] or cleaning supplies brought into the school by teachers, students, and parents.
- Consider whether outside supplies will be allowed. Consider which products are allowed and proper procedures for using them.
- Consider providing staff members with a list of banned items, such as those banned by the FDA, clearly communicating why they have been banned from use and providing reminders about respecting the needs of students and staff with chemical sensitivities and ensuring that products are used with proper ventilation.
- If necessary, consider creating a list of banned cleaning products being brought to school and share with parents on the school website and through social media.
- Consider providing formal training for maintenance staff on how to use cleaning products and equipment safely and effectively. Offer training anytime a new or different product or equipment is used.
- Consider providing faculty and staff written copies of cleaning procedures and protocols.

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[1] According to CDC, alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences. MMWR Rep. 2017; (doi:) http://dx.doi. org/10.15585/mmwr.mm6608a5.
[2] Some students, particularly young students, may be allergic to alcohol-based hand sanitizers. Consider more opportunities for access to soap and water handwashing.

Traditional Instructional Model *(full in-person) – cont.*

- Consider training on procedures and protocols by job type, such as for teachers, bus drivers, cafeteria workers, office staff, and others based on CDC guidance and guidelines.
- Consider providing faculty and staff with a list of cleaning dos and don'ts to ensure that expectations are followed, so that students or staff with chemical sensitivities are not exposed to potentially harmful fumes or products and to ensure that the areas are clean.
- Consider adjusting cleaning time schedule for effectively cleaning and disinfecting buildings before school begins, periodically during the school day, and after school. *NOTE: Use products that are less likely to trigger asthma attacks or use those products away from students and staff areas. See: https://www.cdc.gov/asthma/reduce_triggers.html*
- Consider a plan to increase cleaning frequency during flu season (NOTE: Typical flu seSason is October to April.) Also increase the frequency of cleaning if there are increased incidents of COVID-19 exposure in the school's community.
- Consider reviewing buildings and procedures to improve prevention measures.
- Consider checking to determine whether there are enough accessible sinks and stations to accommodate handwashing by students who cannot safely use hand sanitizer, which may include young children and those with allergies or sensitivities to the ingredients. Some school districts are considering portable hand washing stations.
- Consider a process to determine whether there surfaces that are not easily cleaned. Consider whether they should be recovered or replaced to minimize infection.
- Consider using cleaning foggers or electro-static cleaning devices to reach areas and equipment that are difficult to reach and for large areas.
- Consider how hygiene products like soap, paper towels, tissues and toilet paper are dispensed (no-touch if possible), how frequently they are replenished, and where they are stored or disposed of.
- Consider a separate room for students/staff who might have COVID-19 or other communicable disease and are waiting for pickup. *Plan to clean and disinfect the room frequently and consider restricting access to authorized staff and students.*
- Consider whether an area separate from the health screening area[3] is necessary to care for students who need suctioning, tube feeding and nebulizers to minimize contact with potentially ill children, or designate a separate care room that is frequently disinfected for students who require special medical or physical care.
- Consider frequent cleaning of furniture and other surfaces that are frequently used.
- Consider cleaning hallway and gymnasium lockers. *NOTE: The school system may determine it is in students' best interest to close off lockers for a limited period.*
- Consider no-touch or split soft-plastic cover trash cans and other receptacles. Consider placing hand-hygiene stations at the entrances of the building.
- Consider installing mobile or temporary physical barriers in reception areas and workspaces where it is difficult to accommodate social distancing.
- Consider removing items from the classroom or hallways that are frequently touched but are not easily cleaned, such as fabric, plastic mesh, or mesh wire.
- Consider cleaning door handles, light switches, stair railings, and other frequently touched surfaces every hour.

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[3] "Health screening area" may be referred to as the school clinic.

Traditional Instructional Model *(full in-person) – cont.*

- Consider cleaning bathrooms and other common areas frequently with posted schedules where staff members sign off the time when the work was completed.
- Consider how to keep track of soap and paper products for classes or other cleaning stations.
- Consider making hand sanitizer available to all staff members, students, visitors, and vendors in the school. CDC recommends hand sanitizers that are 60 percent alcohol.[4]
- Consider cleaning playground equipment before, between, and after the last class. *NOTE: School systems may choose to make large playground equipment off-limits.*
- Consider use of products approved by the ***United States Environmental Protection Agency*** and follow the instructions on the label to ensure safe and effective use of the product.
- If cleaning products are not available, consider using diluted household bleach solutions following labels and only on surfaces appropriate for their use. Do not use diluted household bleach solutions around students or around staff members with respiratory affliction.
    - Check the label to see if the bleach is intended for cleaning surfaces, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening, are NOT suitable for disinfection.
    - Follow manufacturer's instructions for application and proper ventilation. Never mix household bleach with ammonia or any other cleanser.
    - Leave solution on the surface for at least one minute.
- For soft surfaces such as carpeted floor, rugs, and drapes, consider following these procedures:
    - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
    - When possible, launder according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely.
    - Clean with an EPA-registered household disinfectant.
- For electronic devices such as tablets, touch screens, keyboards, remote controls, and ATM machines, consider using CDC guidance:
    - Consider placing a wipeable cover on electronics.
    - Follow manufacturers' instructions for cleaning and disinfecting.
    - If there are no manufacturers' instructions available, use alcohol-based wipes.
    - Do not over wet the devices. Dry surfaces thoroughly.
- For cleaning clothing, towels, linens, and other items use CDC guidance:
    - Launder items according to the manufacturer's instructions.
    - Wear disposable gloves when handling dirty laundry.
    - Clean and disinfect clothes hampers according to CDC guidance.
    - Remove gloves[5], and wash hands right away

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[4] According to CDC, alcohol-based hand sanitizers should be used under adult supervision with proper child safety precautions and stored out of reach of young children to reduce unintended, adverse consequences. MMWR Rep. 2017; (doi:) http://dx.doi. org/10.15585/mmwr.mm6608a5

[5] CDC Guidance for Removing PPE: https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf

Traditional Instructional Model *(full in-person)* – *cont.*

- If students or staff members may have been exposed to COVID-19 or seasonal flu, schools should consider expanding school cleaning routines by maintenance staff. Consider cleaning and disinfecting all work areas, counters, restrooms, doorknobs, other touch surfaces, and stair railings several times daily using CDC guidance.
- For many schools and districts, buildings that were in near-constant use have now been closed for weeks or months. Consider checking and servicing HVAC systems and plumbing systems. Consider the importance of HVAC cleaning and maintenance routines.
  - Air conditioning system filters should be frequently cleaned and changed when possible.
  - Consider using higher quality air conditioning filters.
  - If the HVAC system has not been operational, it may need to run for several days before allowing students and staff to return to the facility.
- Consider checking ventilation systems to determine whether they are operating properly.
- Consider the use of bipolar iodization modules to increase and improve HVAC airflow and quality.
- The American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) has developed proactive **_ASHRAE Guidance_** to help address COVID-19 concerns with respect to the operation and maintenance of heating, ventilating, and air-conditioning systems.
- Consider checking all water and plumbing systems and features - including, but not limited to, faucets, drains, toilets, drinking fountains, water heaters, showers, ice machines, fire sprinklers, eye wash stations and other features – to determine whether they have been cleaned, flushed, and maintained and are safe to use.
- Consider encouraging staff and students to bring their own water in place of using water fountains, and consider the use of bottle-filling stations.
- Consider frequent maintenance of faucets and sinks in the kitchen area and maintenance closets so they are cleaned frequently and are tested for cleanliness.
- Consider making hallways one way for students and staff. If one-way hallways are not possible, consider marking or masking a center line in the hallway to encourage students to remain on one side of the hallway and minimize crossovers. Post directional reminders on the walls and/or floors.
- Consider making stairways one way.
- Consider arranging desks to face the same direction and not toward each other.
- Consider arranging tables so students sit on one side of the table only (not facing each other).
- Where space is available, consider creating more than one isolation room/location in addition to ones near the health screening area for students and staff who exhibit COVID-19 or flu-like symptoms
- Consider using mobile or temporary Plexiglass shields in the front office area.
- Consider minimizing opportunities for sustained exposure between and among students by encouraging sufficient social distancing with at least six feet between students in hallways, large classrooms, and other large building spaces by marking off sections are through illustrations on the floor of what six feet looks like.
- Consider prohibiting students from sharing lockers. If locker use is allowed, consider allowing only use every other or every third locker.
- Consider posting signs in bathrooms with directions on how to effectively wash hands.
- Consider reviewing the following policies and procedures:
  - Checking students in and out of school

o Conducting health screenings of students, staff, and visitors
o Student, staff, and visitor use of restrooms (e.g. restrict use of sinks and toilets to meet social distancing recommendations)
o Dropping off materials or resources to students or staff
o Handling appointments for administrators, counselors, and on-site service providers
o Accessing school-based parent and family resources, such as college and career advising centers, libraries and media centers, and other resources
o Processes or protocols for parent and community volunteers

Hybrid Instructional Model *(A/B schedules)*
Include above recommendations/guidance when implementing A/B schedule and add the following considerations.
- Minimize opportunities for sustained exposure between and among students by encouraging sufficient social distancing with at least six feet between students in hallways, large classrooms, and other large buildings.
- Consider how furniture, areas, and equipment may be utilized during a hybrid instructional model, such as media center, learning materials, storage of items, use of lockers, etc.

Traditional Instructional Model (full in-person)
- Consider the use of a structured walkthrough to identify high-touch areas that should be highlighted in procedures and protocols.
- Consider creating a calendar that includes periodic walkthroughs to ensure that procedures and protocols are being implemented as designed.
- Consider building in additional time to clean, sanitize and disinfect school facilities, ensuring that instructional time is protected.
- Consider the use of a schedule chart to update job duty descriptions or expectations of those who are responsible for managing and implementing procedures and protocols for cleaning, sanitizing and disinfecting school environments, such as janitorial staff, nutritional services staff, teachers and others.
- Consider making provisions for individual students, where appropriate or feasible, to assist with cleaning their desks or personal spaces.
- Consider a protocol for handling books, devices, packets of assignments or lessons, and any other materials that students used while schools were closed or take home when schools reopen.
- Conduct periodic reviews of cleaning procedures and protocols to ensure their effectiveness. Use the reviews to ensure fidelity of implementation and adjust procedures and protocols as needed to increase efficiency and effectiveness.
- Consider using the reviews to compile a list of needed cleaning, sanitizing, and disinfecting products for schools or district offices. Cross-reference the list with products meeting the United States Environmental Protection Agency cleaning criteria and seek input from state or local health departments and risk management personnel.
- Consider which products or chemicals should be banned from use - including those that cannot be used due to staff or student chemical sensitivities or allergies.
- Consider communicating with students, parents, teachers, and other school personnel which products may or may not be brought from home, as well as why certain products have been banned or may have only limited

	Traditional Instructional Model (full in-person) – *cont.*
	• Consider the following when selecting cleaning products:
	   ○ Alternate product(s) to be used in cases of shortage or limited access to preferred products
	   ○ Quantity needed for a three- to six-month supply
	   ○ Vendor(s) and vendor contact information
	• Consider developing a product management and distribution plan that addresses how products will be distributed, stored, and managed.
	• Consider who will be responsible for managing the product inventory and ensuring that cleaning and disinfection products are safely and securely stored away from students.
	• Consider contacting state or regional purchasing officers to determine if selected products can be purchased using a state negotiated price agreement or bulk discount.
	• Consider working within regional networks, such as Regional Educational Service Agencies (RESAs), to determine shared needs and complete the action steps to establish possible statewide pricing agreements for high-need and high-use items.
	• Consider policies and guidelines for the use of cleaning and sanitizing products that are not provided by the district or school, such as hand sanitizers or cleaning supplies brought into the school by teachers, students, and parents.
	• Consider whether outside supplies will be allowed.
	• Consider which products are allowed and proper procedures for using them.
	• Consider providing staff members with the list of banned items, clearly communicating why they have been banned from use and providing reminders about respecting the needs of students and staff with chemical sensitivities and ensuring that products are used with proper ventilation.
	• Consider creating a list of banned cleaning products being brought to school and share with parents on the school website and through social media.
	• Consider posting signs in bathrooms with directions on how to effectively wash hands.
	• Consider procedures for managing students and staff for severe weather, fire drills, and sheltering drills, keeping social distancing in mind but always giving life safety preference over COVID-19 prevention.[6]

Foundational *(basic best practices, guidance, and recommendations for all three levels of spread)*	• Consider developing a communications plan that illustrates and reports on the inspection and cleaning of school buildings so staff members, students, and parents see and hear confirmation that schools are clean and safe. For example, the school district and students could make a video of the school being cleaned and disinfected to share with students, parents, and staff on social media. • Consider preparing posters, pamphlets, emails, social media, websites, webinars, and press releases in multiple languages that stress the importance of social distancing and Personal Protection Equipment (PPE)[7] as tools to address COVID-19. Ask school shareholders to help develop these communications tools. Schools should consider messaging that does not make parents and others feel alienated by the schools.

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[6] In the event of an emergency, follow fire evacuation routes as prescribed; follow severe weather procedures; and follow shelter-in-place protocols. When and only when practicing drills, consider social distancing and consider dividing the drills into sections of the school during the day or over more than one day.
[7] CDC Guidance for Removing PPE: https://www.cdc.gov/hai/pdfs/ppe/ppe-sequence.pdf

	- Consider sharing messages with community leaders and engage civic organizations, faith leaders, health care providers, child protective services, law enforcement agencies, legislators, and others who help with messaging about how the school is taking precautions to make the school safe. Positive and frequent messaging can help with social distancing and PPE policies, and help everyone understand and accept revised procedures for students, parents, and campus visitors as ways to ensure the safety and wellness of the whole school community. - As processes, procedures, equipment, and cleaning are planned, schools should first consider whether any of them compromise the safety and well-being of students and staff members. - Consider posting signs at all entrances informing all who enter that they must: - Not enter if they have symptoms of illness - Maximize distance from one another (to the extent practicable) - Not shake hands or engage in any unnecessary/avoidable physical contact. - Consider providing a video for parents about children wearing face masks: https://kidshealth.org/en/parents/coronavirus-masks.html. - Consider providing a video to young students showing them the importance of wearing a face mask and how to wear one: https://www.pbs.org/video/what-it-important-wear-mask-right-now-l7gvqh/ - Consider developing and implementing cleaning practices, procedures, and precautions for all facilities, including equipment, all surfaces, etc. - Consider developing a cleaning schedule and recording process to ensure to ensure that cleaning is completed on a regular basis. - Consider cancellation of public use of school facilities by large groups or restrict such use. See Georgia Governor's Executive Order, June 11, 2020. - Consider restricting vendor access to the school to times when students are not present and/or require all vendors to wear face masks and gloves. - Consider safe alternatives for parents, guardians, and community members to visit and work with the school. For example, ask parents or guardians to join in virtual conferencing. - As processes, procedures, equipment, and cleaning are planned, schools should consider whether any of them compromise the safety and well-being of students and staff members. - Plans for reopening schools should be developed in concert with mandatory Safe School Plans (O.C.G.A. 20-2-1185) and emergency operations procedures and training.

Equipment

	District/School Considerations
	Targeted Closures *(isolated/infected areas)* • Consider securing equipment and store sensitive equipment in proper storage areas. **Short-term Closure** *(1-2 weeks)* • Consider securing equipment and store sensitive equipment in proper storage areas. • Consider procedures to allow students to take learning materials and equipment home. **Extended Closures** *(14 days or more)* • Consider taking an inventory of equipment when schools close, noting the type of equipment, the condition of the equipment, and the location of the equipment. • Consider securing equipment and store sensitive equipment in proper storage areas. • Take precautions when cleaning and storing equipment. • Consider developing procedures to allow students to take learning materials and equipment home.
	Traditional Instructional Model *(full in-person)* • Consider identifying the types of personal protective equipment that are appropriate for students, staff members, and campus visitors. According to CDC,[8] PPE include, but are not limited to, eye protection, medical gowns, gloves, respirators, and surgical masks. • Consider using CDC[9] and local health department guidelines to create and disseminate a list of the types of PPE that should be worn by different school personnel. For example, school nurses may need medical gowns, gloves, face shields and surgical masks, but teachers may be able to wear gloves and approved masks or cloth face coverings only. • Consider quantities of PPE needed and work within the district or with the state to identify vendors and procure three to six months' worth of supplies. *NOTE: See Resources section.* • Consider a product management and distribution plan that addresses how PPE products will be distributed and securely stored. Determine who will be responsible for managing the PPE inventory. • Consider contacting state or regional purchasing officers to determine whether PPE products can be purchased using a state-negotiated price agreement or bulk discount. • Consider working within regional networks to determine shared needs and take steps to establish new statewide pricing agreements for high-need items. *NOTE: See Resources section.* • Consider designating when and where staff are expected to use PPE. • Consider a requirement that PPE is used when social distancing expectations cannot easily be met.

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[8] CDC: Personal Protection Equipment - https://www.cdc.gov/oralhealth/infectioncontrol/faqs/personal-protective-equipment.html
[9] CDC: Using Personal Protection Equipment - https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html

Traditional Instructional Model *(full in-person) – cont.*

- Consider encouraging that "*Face coverings should be worn by staff and students (particularly older students) as feasible and are most essential in times when physical distancing is difficult.*"[10]
- Communicate with staff members who assist students with opening food sources that they should be required to wear gloves (Georgia Governor's Executive Order, June 11, 2020)
- Consider developing expectations for students' use of PPE or face coverings.
- For deaf and hard-of-hearing students, considering using clear panel face coverings.
- Consider monitoring federal, state, and local health guidelines frequently to stay up to date on expectations and best practices for the use of PPE and cloth face coverings.
- Consider developing guidelines that clarify when PPE or cloth face coverings are expected to be used. Consider the following list:
  - Determine the age groups or developmental or behavioral conditions that may make face coverings infeasible. For example, surgical masks or cloth face coverings may conceal teachers' smiles and other facial expressions, which may upset or confuse younger children (consider clear or window face masks). Younger children or children with disabilities may struggle to keep face coverings on. Some staff members and students may not be able to wear face coverings for long periods of time (e.g. asthmatic conditions).
  - Communicate the appropriate use of face coverings. Consider creating an illustrated list of "dos and don'ts" that are shared widely and in multiple languages with students, parents, staff, and members of the community. Refer to CDC Recommendations for Face Coverings. CDC Face Covering Video. PBS created a video for children – Why is it Important to Wear a Face Mask. *NOTE: See link to posters in the Resource section*.
  - Consider specific times and activities when face coverings will not be used, such as during snack time or at lunch.
  - Consider reassuring parents and guardians that students will have structured times when face coverings are not needed, and students can breathe freely. Consider communicating how these breaks will be implemented, especially for younger students.
  - Consider how face coverings will be stored when not in use.
  - Consider whether face coverings can be reused or cleaned and, if so, how.
  - Consider how to properly dispose of face coverings.
  - Consider communicating expectations for providing and using face coverings with students, parents, and the community.
  - Consider how to make parents and guardians aware of guidelines for students using face coverings.
- Consider the use of computer software applications that pre-screen staff members' physical condition based on a checklist of COVID-19 symptoms. *NOTE: See the Resource section for a chart of symptoms.*

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[10] CDC: Considerations for Schools: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html

Traditional Instructional Model *(full in-person) – cont.*

- Consider using portable handwash stations in lieu of hand sanitizers or disposable wipes[11] in certain sections of the school building. For example, consider portable handwash stations in elementary schools to reduce any risks associated with alcohol-based hand sanitizers and disposable wipes, or in schools where access to handwash basins is limited.
- If using electrostatic equipment or foggers for disinfecting facilities and equipment, it is critically important to follow all guidelines and adhere to all precautions and conditions for appropriate use.
- Consider using no-touch trash receptacles and place them strategically to minimize exposure.
- There may be a need for other protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building front offices.
- Consider checking air quality and air movement/ventilation. Are there improvements that can be made to air quality to minimize transmission of the COVID virus? *NOTE: Some school districts are considering bipolar ionization modules.*
- Consider examining equipment such as thermometers to determine whether adjustments need to be made to increase sterilization and minimize chances of reinfection or if new equipment is needed.
- Consider assessing the status of the CTAE inventory. CTAE supplies may have been impacted due to COVID-19 health care provider needs. For example, several schools donated CTAE PPE to health care providers or used CTAE supplies to support COVID-19 recovery efforts related to food delivery.
- Plants required for agricultural and environmental science programs may not have been cared for consistently and food required for culinary programs may have spoiled while schools were closed. As a result, CTAE programs may need supplies replenished prior to reopening schools.
- Consider a process and schedule to clean CTAE equipment. It may be impractical to clean all CTAE items such as nails, wires, clay, etc. As a result, it is recommended that CTAE students wear disposable gloves, face masks, and aprons when working with CTAE equipment.
- Consider the use of Telehealth equipment to expand health services for students and staff members.
- Follow cleaning instructions for Telehealth equipment, including the monitor, keyboard, mouse, and cart.
  - To avoid risk of electric shock, do not expose Telehealth (or other) electrical components to water, cleaning solutions, or other potentially corrosive liquids or substances.
  - Do not immerse Telehealth cart or cart components in liquid or allow liquids to flow into the cart.
  - Do not use flammable cleaners on Telehealth cart surfaces due to proximity of electrical power and equipment.

Telehealth equipment infection control:
- Remove contaminated gloves and perform hand hygiene before touching the keyboard or mouse.
- Clean and disinfect keyboard, mouse and wrist rests daily and as needed when soiled or contaminated (i.e. touched with gloved hands or unwashed hands).
- Cart, keyboard, mouse, and other areas touched must be cleaned and disinfected between patients and rooms with appropriate disinfectant and allowed to air dry.

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[11] If schools use disposable wipes, they should develop plans on how to properly dispose of the wipes.

Hybrid Instructional Model *(A/B schedules)*

Include above recommendations/guidance when implementing A/B schedule, and add the following considerations

- Consider arranging desks to face the same direction and not toward each other.
- Consider seating students on sides of tables (not facing each other).
- Consider minimizing opportunities for sustained exposure between and among students by encouraging sufficient social distancing with at least six feet between students in hallways, large classrooms, and other large buildings.
- Consider how furniture and equipment may be impacted when using a hybrid instructional model, such as media center, learning materials, storage of items, use of lockers, etc.
- Consider what, if any, equipment may be taken home by students during hybrid instruction model utilization. If so, consider developing an equipment sharing plan to accommodate different instructional models.

Traditional Instructional Model *(full in-person)*

- Consider identifying the types of personal protective equipment that are appropriate for students, staff members, and campus visitors. According to CDC, PPE include, but are not limited to, eye protection, medical gowns, gloves, respirators, surgical masks..
- Consider using CDC and local health department guidelines to create and disseminate a list of the types of PPE that should be worn by different school personnel. For example, school nurses may need medical gowns, gloves, face shields and surgical masks, but teachers may be able to wear gloves and approved face masks or cloth face coverings only. If PPE is needed, consider the quantities of needed PPE and work within the district or state to identify vendors and procure PPE. *NOTE: See the Resource section for resources.*
- Consider contacting state or regional purchasing officers to determine whether PPE products can be purchased using a state-negotiated price agreement or bulk discount. Work within regional networks to determine shared needs and take steps to establish new statewide pricing agreements for high-need items. *NOTE: See the Resource section for Georgia Department of Administrative Services contact information.*
- Consider developing a product management and distribution plan that addresses how PPE products will be distributed and securely stored and who will be responsible for managing the PPE inventory.
- Consider developing procedures to determine when and where staff are expected to use PPE. Note that CDC recommends using face masks or face coverings, especially when social distancing expectations cannot easily be met.
- All staff members who assist students with opening food sources should be required to wear gloves (Georgia Governor's Executive Order, June 11, 2020)
- Consider developing expectations for students' use of PPE or face coverings.
- For deaf and hard-of-hearing students, consider using clear panel face coverings.
- Consider monitoring federal, state, and local health guidelines frequently to stay up to date on expectations and best practices for the use of PPE and cloth face coverings.

Traditional Instructional Model *(full in-person) – cont.*

- Consider developing guidelines that clarify when PPE or cloth face coverings are expected to be used. Consider the following list:
    o Determine the age groups or developmental or behavioral conditions that may make face coverings infeasible. For example, surgical masks or cloth face coverings may conceal teachers' smiles and other facial expressions, which may upset or confuse younger children (consider clear or window face masks). Younger children or children with disabilities may struggle to keep face coverings on. Some staff members and students may not be able to wear face coverings for long periods of time (e.g. asthmatic conditions).
    o Communicate the appropriate use of face coverings. Consider creating an illustrated list of "dos and don'ts" that are shared widely and in multiple languages with students, parents, staff, and members of the community. Refer to CDC Recommendations for Face Coverings. CDC Face Covering Video. PBS created a video for children – Why is it Important to Wear a Face Mask. *NOTE: See link to posters in the Resource section*.
    o Consider specific times and activities when face coverings will not be used, such as during snack time or at lunch.
    o Consider reassuring parents and guardians that students will have structured times when face coverings are not needed, and students can breathe freely. Consider communicating how these breaks will be implemented, especially for younger students.
    o Consider how face coverings will be stored when not in use.
    o Consider if face coverings can be reused or cleaned and, if so, how.
    o Consider how to properly dispose of face coverings.
    o Consider communicating expectations for providing and using face coverings with students, parents, and the community.
    o Consider how to make parents and guardians aware of guidelines for students using face coverings.
- Consider the use of computer software applications that pre-screen staff members' physical condition based on a checklist of COVID-19 symptoms. *NOTE: See the Resources for a chart of symptoms.*
- Consider using portable handwash stations in lieu of hand sanitizers or disposable wipes in certain sections of the school building. For example, consider portable handwash stations in elementary schools to reduce any risks associated with alcohol-based hand sanitizers and disposable wipes, or in schools where access to handwash basins is limited.
- If using electrostatic equipment or foggers for disinfecting facilities and equipment, it is critically important to follow all guidelines and adhere to all precautions and conditions for appropriate use.
- Consider using serving equipment and/or procedures that ensure the safety of students and staff while serving food items.
- Consider handing out prepackaged napkins, condiments, and plastic utensils to staff and students for food consumption in collaboration with school nutrition staff.
- Consider placing controls such as sneeze guards in the cafeteria (if not already in place) and consider other equipment that extends the separation of students and staff from contact with food.
- Consider using no-touch trash receptacles and place them strategically to minimize exposure.
- There may be a need for other protective devices for employees with repeated exposure to the public such as clear plastic barriers in school building front offices.

	Traditional Instructional Model *(full in-person) – cont.* • Consider checking air quality and air movement/ventilation. Are there improvements that can be made to air quality to minimize transmission? *NOTE: Some school districts are considering bipolar ionization modules.* • Consider assessing the status of the CTAE inventory. CTAE supplies may have been impacted due to COVID-19 health care provider needs. For example, several schools donated CTAE PPE to health care providers or used CTAE supplies to support COVID-19 recovery efforts related to food delivery. • Plants required for agricultural and environmental science programs may not have been cared for consistently and food required for culinary programs may have spoiled while schools were closed. As a result, CTAE programs may need supplies replenished prior to reopening schools. • Consider a process and schedule to clean CTAE equipment. It may be impractical to clean all CTAE items such as nails, wires, clay, etc. As a result, it is recommended that CTAE students wear disposable gloves, face masks, and aprons when working with CTAE equipment. • Consider the use of Telehealth equipment to expand health services for students and staff members. • Follow cleaning instructions for Telehealth equipment, including the monitor, keyboard, mouse, and cart.
Foundational *(basic best practices, guidance, and recommendations for all three levels of spread)*	• The most salient element of equipment is identifying equipment needs of school staff members and students. It is also critically important to identify how to use equipment in the most efficient manner, how to routinely and effectively clean equipment, and how to provide appropriate maintenance of equipment on a regular basis. o Consider training for staff on how to wear PPE correctly and maintain and dispose of the equipment using CDC PPE Guidance. *NOTE: See CDC YouTube Training Video Series* • Georgia COVID-19 Suppliers: Interactive List and Map • As processes, procedures, equipment, and cleaning are planned, schools should first consider if any of them compromise the safety and well-being of students and staff members. • Plans for reopening schools should be developed in concert with mandatory Safe School Plans and emergency operations procedures and training.

Transportation

	District/School Considerations

	Targeted Closures *(isolated/infected areas)*
	• Conduct inspections of buses when schools close, and secure safe locations for buses during the closure.
	• Consider developing protocols for the use of buses for other purposes during school closures:
	   o Wi-Fi[12] (placement, use, and maintenance of equipment)
	   o Delivery of food (how the food will be packaged, type of food, how will the food packaging be secured in the bus, use of staff members to monitor the food packages and the delivery of food packages, and cleaning the buses after the deliveries).
	   o Delivery of learning materials (how the material will be packaged, type of material, how the material will be secured in the bus, use of staff members to monitor and check out the materials, and cleaning the buses after the deliveries).
	
	Short-term Closure *(1-2 weeks)*
	• Conduct inspections of buses when schools close, and secure safe locations for buses during the closure.
	
	Extended Closures *(14 days or more)*
	• Conduct inspections of buses when schools close, and secure safe locations for buses during the closure.
	• Develop protocols for the use of buses for other purposes during school closures:
	   o Wi-Fi (placement, use, and maintenance of equipment)
	   o Delivery of food (how the food will be packaged, type of food, how will the food packaging be secured in the bus, use of staff members to monitor the food packages and the delivery of food packages, and cleaning the buses after the deliveries).
	   o Delivery of learning materials (how the material will be packaged, type of material, how will the material be secured in the bus, use of staff members to monitor and check out the materials, and cleaning the buses after the deliveries).

	Traditional Instructional Model *(full in-person)* *Cleaning School Buses* • Inspect all school buses using established Georgia Department of Transportation and Georgia Department of Education standards and requirements. • Use CDC Guidance to clean all buses. • Cleaning supplies kept on buses should be appropriately labeled and stored so that students do not have access to them.

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[12] School districts may consider the use of Wi-Fi___33 on school buses. See more details in the Minimal/Moderate Spread and Low/No Spread sections and *full guidance on Wi-Fi___33 Equipment on School Buses in the Resource Section.*

Cleaning School Buses (cont.)

- Consider creating a bus cleaning protocol for daily use, such as swipe cleaning all seats, handles, handrails, and touch surfaces with an approved cleanser or disinfectant wipe.
- Ensure that school bus scheduled service and preventative maintenance are completed or on schedule to be completed.
- Consider creating a process to inventory, collect, and purchase enough cleaning equipment and hygiene supplies with the understanding that buses will be disinfected more frequently and thoroughly than in previous years.
- Ensure Material Safety Data is available for all chemical products used in the cleaning process.
- Use cleaning products recommended by the CDC, local health departments, and risk management professionals.
- Consider conducting staff training to include COVID-19 prevention strategies, such as appropriate use of face coverings and gloves, and other prevention strategies. CDC Recommendations for Face Coverings. CDC Face Covering Video
- Consider whether bus drivers will use face coverings while driving bus routes, and, if so, determine which face coverings offer clear sightlines (do not impede the driver's vision field).
- Consider installing hand sanitizer stations inside buses or provide drivers and students with access to hand sanitizer. Check that hand sanitizer dispenser does not block the bus aisle and is secured so it will not slide or become a projectile when the bus stops suddenly. Consider removing the hand sanitizer dispenser when the bus is not in use.
- Provide appropriate PPE for staff to use when cleaning, disinfecting, and sanitizing buses.
- Consider keeping bus doors and windows open while cleaning.
- Bus drivers should use disposable gloves when cleaning seats, handles, and touch surfaces.
- Bus drivers should wash their hands after cleaning buses.
- Consider providing a trash can that is held in place for proper disposal of trash and other items. Bus driver should use gloves when emptying the trash can.
- Consider cleaning and disinfecting buses before, between, and after routes and at the end of the day.
- Following CDC guidance, wait 24 hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tested positive for COVID-19 or exhibited symptoms of COVID-19. See CDC Guidance for Cleaning Transport Vehicles after someone is suspected/confirmed with COVID-19 virus. If waiting 24 hours is not feasible, wait as long as possible. Determine when affected buses can be used after cleaning and disinfection.
- Resume 20-day (monthly) bus inspections schedule to include cleanliness.
- Parents will want to know more about what has been done in the "down-time" to ensure the cleanliness and readiness of the school buses on which their children will be riding, so consider preparing a communications strategy using website, emails, text messages, and social media.
- Consider sending bus guidelines home to parents, along with posting on the school website and on social media, to include social distancing, face covering suggestions/requirements, etc. (*This could be part of a broader communications plan for the school districts to communicate with parents*.)
- School districts should emphasize to parents and students prior to re-opening schools that all buses have been thoroughly disinfected.

School Bus Driver Operations
- Consider reviewing and updating the list of available drivers. Communicate status update requirements as needed to the school district's Human Resources Division.
- Consider preparing a list of drivers for respective routes and other school-related functions.
- Consider creating a list of available substitute drivers. Anticipate the need for additional substitute drivers.
- Consider cross-training drivers on routes so that more than one employee is prepared to drive a route if there are unexpected bus driver absences.
- Encourage all bus drivers to obtain or update immunizations.
- Consider keeping the seat behind the bus driver empty during every trip.
- Consider providing bus driver training and/or handouts on self-care, healthy habits, etc.
- Consider requiring bus drivers to take their temperature before driving a bus. According to the CDC, any staff member that has a temperature of or over 100.4°F is considered to have a fever and should stay away from others.
- Consider developing a protocol for bus drivers to report when they have a fever and/or other symptoms.
- Consider developing a symptoms checklist for bus drivers (and other staff members). *NOTE: See Resources section for a symptoms chart.*
- Consider reviewing transportation procedures to consider possible ways to minimize exposure based on practicality.
- Consider running multiple routes in designated areas, if possible, to minimize the numbers of students on the bus at any one time.
- Consider staggered drop-off and pick-up processes to minimize gathering of large numbers of students at any one time.
- Consider creating more bus stops to minimize the number of students waiting together.
- Consider encouraging parents to transport their students when they can to minimize the number of students on the bus.
- Consider encouraging students to walk or bike to school when possible and when safe.
- Consider working with the community to provide appropriate crossing guards and work with parents in neighborhoods surrounding the school building to provide supervision for students walking to school.
- Consider encouraging students to ride their bicycles to school by providing bicycle racks and locks.
- When feasible, consider assigning drivers to a single bus and a specific route and take other measures to minimize the number of drivers who use the same bus.
- Consider exchanging drivers as opposed to loading students onto a different bus.
- When possible, consider limiting students to one route and prohibit practices such as being picked up and dropped off in different locations, using different routes.
- Consider altering bus routes to discourage large groups of students at bus stops.
- Consider staggering drop-off and pick-up processes and locations at the school, accounting for the possibility of an increased number of parents driving their children to school and potentially filling bus lanes/backing up traffic on and near the school campus.
- Consider how to stagger bus route times to align with staggered school start times and consider the impact of double sessions on how school bus routes would be run.

School Bus Driver Operations – cont.

- Consider procedures to transport medically fragile students in separate vehicles or reimburse parents or staff members to transport students separately.
- Consider reserving a specific seat on the bus for a medically fragile child that is not used for any other student during the day, with special precautions for cleaning and disinfecting to prevent exposing the medically fragile child to germs.
- Consider assigning seats on each bus route, so that students who are dropped off first are positioned toward the front of the bus. This may limit students' exposure as they enter or exit.
- Consider whether limiting the number of students per seat, except where siblings can sit together, is possible and practicable.
- When practicable, consider unloading buses one at a time after they arrive at school to limit the number of students entering the school building at one time, and assign staff members to monitor unloading to move the students into the school building to prohibit students from congregating after departing the buses. *NOTE: These procedures could apply to childcare center vehicles, also.*
- Consider stationing bus drivers and/or other staff members at the bus door to help students meet social distance recommendations while waiting to enter the bus to prevent crowding and congregating.
- When practicable, consider dismissing students by hallways in middle and high schools and by bus numbers called at staggered times for elementary schools for the purpose of limiting the number of students entering the hallways at the same time. *NOTE: These procedures could apply to childcare center vehicles, also.*
- Consider parking buses in a safe location away from the flow of traffic to reduce the comingling of bus riders and private vehicle riders.
- Consider applying the most current social distancing guidelines on buses when possible. Some school districts may not have enough school buses to handle a significant reduction in the number of students transported on each bus. Consequently, school districts may want to consider requiring each student to wear a face covering when riding the bus. Additionally, school districts may want to consider storing extra face coverings on the buses in case students fail to bring a face covering and if face coverings' straps break.
- If possible, consider using volunteers or bus aides to monitor social distancing and use of face coverings while students are on the bus.
- Consider encouraging parents/guardians to help monitor social distancing at bus stops.
- Prior to the first day of school, consider encouraging parents/guardians to add marks at the bus stop in six-foot intervals to teach students the appropriate distancing techniques.
- Consider opening bus windows instead of using the A/C when the weather/temperature makes this feasible.
- Consider checking bus ventilation systems to see if they are operating properly while students are on the bus, and increase circulation of outdoor air as much as possible by opening windows and/or roof hatch and using fans. However, do not open windows or roof hatch if it poses a safety risk to students depending on environmental conditions such as extreme heat, rainy or stormy conditions, and other conditions that impact air quality and air flow.
- Consider prohibiting eating or drinking (unless medically required) or chewing gum on the bus.
- Consider prohibiting students from sharing items: food, drinks, school supplies, clothing, etc.
- Consider asking school district school resource officers and/or the school district safety coordinator to inform local law enforcement and/or the Georgia State Patrol as well as other local officials of possible traffic flow issues near and around schools.

School Bus Driver Operations – cont.
- Consider creating a plan to get students home safely if they show COVID-19 symptoms at school (and follow procedures for isolating students and staff with symptoms).
- Consider pausing field trips.
- Consider Wi-Fi internet access in students' neighborhoods[13]:
- Easy-to-use mobile Wi-Fi device on school buses or other school vehicles, or affixed to buildings in students' neighborhoods for students to access the internet by walking up or being driven to location of the Wi-Fi transmitter based on logistics factors determined by schools;
- Wi-Fi signal transmits one-tenth of a mile (500 feet); can simultaneously connect up to 45 learning devices; magnetically mounts to roof of vehicles and plugs into 12V power port. Additionally, note that the Wi-Fi Ranger utilizes the battery power generated by the vehicle's engine (running or on battery power).
- Online resources are available:
  - https://www.youtube.com/watch?v=-jOzZtzJGZw&feature=youtu.be
  - https://stnonline.com/partner-updates/using-school-bus-wifi-to-support-distance-learning/
  - https://www.upworthy.com/school-buses-become-wifi-hotspots-for-students
- Consider collaborating with colleges and universities on how to manage dual enrollment students traveling back and forth.
- Consider how to manage students going to and from worksites.
- Temperature scans can be used to screen students prior to boarding buses. If this strategy is adopted, consider using an aide or someone other than the bus driver to complete temperature scans of students as they enter the bus and not adding this to driver responsibilities. Other satisfactory strategies to screen students include: posting signage at the entrance of the bus communicating COVID-19 and the need to stay home if sick, sharing communication with families to self-screen/look for COVID-19 symptoms at home, or completing symptom checklists prior to boarding buses.

Hybrid Instructional Model *(A/B schedules)*
Include above recommendations/guidance when implementing A/B schedule, and add the following considerations:
- Consider staggering bus route times to align with staggered school start times and consider the impact of hybrid instructional delivery models on how school bus routes would be run.
- Consider sending bus schedules for hybrid instructional model home to parents, post on the school website, and on social media to include social distancing requirements, face covering suggestions/requirements, etc. (*This could be part of a broader communications plan for the school districts to communicate with parents*.)
- Using a hybrid instructional model may impact the schedules of bus drivers. It may be necessary to cross-train drivers on routes to ensure that more than one employee is prepared to drive a route.
- Some CTAE and dual enrollment students take courses at both a comprehensive high school and career center or college. When implementing modified schedules, consideration should be given to how social distancing guidelines will be applied with these students.

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[13] Wi-Fi information and resources provided by the GaDOE K-12 Recovery Connectivity and Devices Committee.

Traditional Instructional Model *(full in-person)*

Cleaning School Buses

- Inspect all school buses using established Georgia Department of Transportation and Georgia Department of Education standards and requirements.
- Consider using CDC Guidance to clean all buses.
- Provide that cleaning supplies kept on buses are appropriately labeled and stored so that students do not have access to them.
- Consider creating a bus cleaning protocol for daily use, such as swipe-cleaning all seats, handles, and touch surfaces with an approved cleanser or disinfectant wipe.
- Provide that school bus scheduled service and preventative maintenance are completed or on schedule to be completed.
- Consider developing a means to inventory, collect, and purchase enough cleaning equipment and hygiene supplies with the understanding that buses will be disinfected more frequently and thoroughly than in previous years.
- Ensure Material Safety Data is available for all chemical products used in the cleaning process.
- Use products recommended by the CDC, local health departments, and risk management professionals.
- Consider conducting staff training to include COVID-19 prevention strategies, such as appropriate use of face coverings and gloves, and other prevention strategies: CDC Recommendations for Face Coverings. CDC Face Covering Video
- Consider whether bus drivers will use face coverings while driving bus routes, and, if so, determine which face coverings offer clear sightlines (do not impede the driver's vision field).
- Consider installing hand sanitizer stations inside buses or provide drivers and students with access to hand sanitizer. Ensure that hand sanitizer dispenser does not block the bus aisle and is secured so it will not slide or become a projectile when the bus stops suddenly. Consider removing the hand sanitizer dispenser when the bus is not being used.
- Provide appropriate PPE for staff to use when cleaning, disinfecting, and sanitizing buses.
- Keep doors and windows open while cleaning.
- Bus drivers should use disposable gloves when cleaning seats, handles, and touch surfaces.
- Bus drivers should wash their hands after cleaning buses.
- Consider cleaning and disinfecting buses before, between, and after routes and at the end of the day.
- Consider opening bus windows instead of using the AC.
- Following CDC guidance, wait 24 hours before cleaning and disinfecting a bus/transport vehicle that transported a passenger or had a driver that tested positive for COVID-19 or exhibited symptoms of COVID-19. See CDC Guidance for Cleaning Transport Vehicles after someone is suspected/confirmed with COVID-19 virus. If waiting 24 hours is not feasible, wait as long as possible. Determine when affected buses can be used after cleaning and disinfection.
- Resume 20-day (monthly) bus inspections schedule to include cleanliness.
- Parents will want to know more about what has been done in the 'down-time' to ensure the cleanliness and readiness of the school buses on which their children will be riding, so consider preparing a communications strategy using website, emails, text messages, and social media.

Cleaning School Buses (cont.)
- Consider sending bus guidelines home to parents, along with posting on the school website, and on social media, to include social distancing requirements, face covering suggestions/requirements, etc. (*This could be part of a broader communications plan for the school districts to communicate with parents*.)
- Consider emphasizing to parents and students prior to re-opening schools that all buses have been thoroughly disinfected.

School Bus Driver Operations
- Consider reviewing and updating the list of available drivers and verify qualifications (driver's license, medical statements, annual training, etc.). Communicate status update requirements as needed to the school district's Human Resources Division.
- Consider preparing a list of drivers for respective routes and other school-related functions.
- Consider preparing a list of available substitute drivers with appropriate qualifications. Anticipate the need for additional substitute drivers.
- Consider cross-training drivers on routes to ensure that more than one employee is prepared to drive a route if there are unexpected bus driver absences.
- Encourage all bus drivers to obtain or update immunizations.
- Consider keeping the seat behind the bus driver empty during every trip.
- Consider providing bus driver training and/or handouts on self-care, healthy habits, etc.
- Consider requiring bus drivers to take their temperature before driving a bus. According to the CDC, any staff member who has a temperature of or over 100.4°F is considered to have a fever and should stay away from others.
- Consider developing a protocol for bus drivers to report when they have a fever and/or other symptoms.
- Consider developing a symptoms checklist for bus drivers (and other staff members). *NOTE: See the Resources section for a symptoms chart.*
- Consider installing hand sanitizer stations inside buses or provide drivers and passengers with access to alcohol-based hand sanitizers containing at least 60% alcohol on the bus. Consider removing the hand sanitizers when the bus is not in use.
- If a medically fragile student rides a regular bus, consider reserving a specific seat for the medically fragile child that is not used for any other student during the day, with special precautions for cleaning, to minimize the student's exposure to germs.
- Consider asking school district school resource officers and/or the school district safety coordinator to inform local law enforcement and/or the Georgia State Patrol as well as other local officials of possible traffic flow issues near and around schools.
- Consider creating a plan to get students home safely if they show COVID-19 symptoms at school (and follow procedures for isolating students and staff with symptoms).
- Consider eliminating field trips.
- Consider Wi-Fi internet access in students' neighborhoods[14]:

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[14] Wi-Fi information and resources provided by the GaDOE K-12 Recovery Connectivity and Devices Committee.

	School Bus Driver Operations – cont.
	
	 ○ Easy-to-use mobile Wi-Fi device on school buses or other school vehicles, or affixed to buildings in students' neighborhoods for students to access the internet by walking up or being driven to location of the Wi-Fi transmitter based on logistics factors determined by schools;
	
	 ○ Wi-Fi signal transmits one-tenth of a mile (500 feet); can simultaneously connect up to 45 learning devices; magnetically mounts to roof of vehicles and plugs into 12V power port. Additionally, note that the Wi-Fi Ranger utilizes the battery power generated by the vehicle's engine (running or on battery power).
	
	 ○ Online resources are available:
	  ▪ https://www.youtube.com/watch?v=-jOzZtzJGZw&feature=youtu.be
	  ▪ https://stnonline.com/partner-updates/using-school-bus-wifi-to-support-distance-learning/
	  ▪ https://www.upworthy.com/school-buses-become-wifi-hotspots-for-students

Foundational *(basic best practices, guidance, and recommendations for all three levels of spread)*	• Transporting students as schools recover from the COVID-19 pandemic includes new challenges. Precautions to prevent exposure to and the spread of the virus may clash with the practicalities of transporting large numbers of students to and from school each day. The process of loading and unloading of students continues to be the most hazardous part of a bus driver's job and is a critical function to save lives at bus stops. All efforts should be made to alleviate additional duties to the driver that could serve as a distraction during this process. • Examples of additional bus driver training topics: ○ CDC information about COVID-19, how it spreads, symptoms, and risk of exposure; appropriate protocols for coughs and sneezes for employees and students so that employees can model appropriate behavior and correct students • School districts should consider working with their local health departments to ensure that school bus and transportation protocols align with the most current guidance and recommendations from public health and the National Association for Pupil Transportation. • As processes, procedures, equipment, and cleaning are planned, schools should first consider whether any of them compromise the safety and well-being of students and staff members. • Plans for reopening schools should be developed in concert with mandatory Safe School Plans (O.C.G.A. 20-2-1185) and emergency operations procedures and training.

For additional information, go to:

GaDOE.org/K12recovery

Resources

- CDC: COVID-19 Social Media Toolkit
- CDC: Guidance for Schools and Childcare
- CDC: Pandemic Influenza Checklist for Schools
- CDC: How to Clean and Disinfect Schools
- United States Department of Education: https://www.ed.gov/coronavirus
- National Association of Pupil Transportation: https://www.napt.org/
- CDC: CDC and EPA Cleaning and Disinfecting
- CDC: COVID-19 Communications Posters
- CDC: Schools Decision Tree
- CDC: Tips to Keep Children Healthy While School's Out
- CDC: Guidance for School Settings
- CDC: Considerations for School Closures
- CDC: Guidance for Schools and Childcare Programs
- CDC: Frequently Asked Questions About Coronavirus and Children
- CDC: How To Clean and Disinfect Schools To Help Slow the Spread of Flu
- CDC: Preventing Coronavirus Spread in Communities
- CDC: Get Your Mass Gatherings or Large Community Events Ready for Coronavirus
- CDC: Pandemic Flu Checklist for K-12 School Administrators
- CDC: Nonpharmaceutical Interventions (NPIs)
- CDC: Interim Guidance for Administrators and Participants of Youth, College, and Amateur Sports Programs

- CDC: Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operations
- CDC: Guidance for Use and Removal of Face Covering
- CDC: Interim Guidance for Administrators of US K-12 Schools and Child Care Programs
- American Academy of Pediatrics: Returning to School During COVID-19
- DHHS: Youth Day Camps Guidance (5/29/2020)
- DHHS: Events, Public Gatherings, and Schools Guidance (3/16/2020)
- USDoE: Coronavirus Information and Resources for Schools and School Personnel
- Communications Toolkit Example (North Carolina): https://covid19.ncdhhs.gov/materials-resources/social-media-toolkit-covid-19
- Georgia Department of Education and GEMA: Georgia Safe School Plan and Continuity of Operations Template
- HVAC: ASHRAE Guidance

Reopening Schools Plans from the following states: Arizona, Missouri, Kentucky, North Carolina, South Carolina, California, Florida, Washington State, and Massachusetts

Appendix

PERSONAL PROTECTION EQUIPMENT VENDORS

This is a list of vendors which GEMA/HS and other state agencies have used to source Personal Protective Equipment (PPE) during this pandemic. Each company listed successfully delivered PPE to the state of Georgia, but this is not an endorsement. This list is for informational purposes only as to the vendors GEMA has found able to deliver PPE during this Public Health Emergency. This is also not an exhaustive list of vendors providing PPE to Georgia.

N-95 Masks

Company Name	Contact Name	Telephone/Contact Info
Fastenal	Customer Service	404-351-7881
BT Supplies West	Stephen Odzer	347-219-8626
Body Amour	Chris Lizotte	603-567-4506

Nitrile Gloves

Company Name	Contact Name	Telephone/Contact Info
Fastenal	Customer Service	404-351-7881
Sara Glove	Customer Service	866-664-7272 Ext. 106
Grainger	Aaron Shoemaker	404-909-4024
Uline	Customer Service	800-295-5570
Airgas	Judy Robledo	855-625-5285 Ext. 3649
VWR/Avantor Sciences	Nicole Clark	404-693-7963
CMC Medical	Greg Meerbaum	561-703-8865
RJ Medical	Mark Jackson	205-259-9212
Georgia Enterprises	Customer Service	1-800-387-1236

Isolation Gowns

Company Name	Contact Name	Telephone/Contact Info
Sourceline	Paulette Rakestraw	770-294-1039
CMC Medical	Greg Meerbaum	561-703-8865

Surgical Gowns

Company Name	Contact Name	Telephone/Contact Info
Sara Glove	Customer Service	866-664-7272 Ext. 106
CMC Medical	Greg Meerbaum	561-703-8865

PURCHASE CHART OF SUPPLIES EXAMPLE[15]

DISPOSABLE MASKS
Initial recommended quantities per 100 individuals per group per school

Group	Quantity per 100 per group	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	12-week Supply at 25% Attendance	Assumptions
Students	100 masks per week	1,200	600	300	1 disposable mask per week per student (to supplement the cloth masks provided by parent/guardian).
Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per teacher.
School nurses and health providers	1,000	12,000	6,000	3,000	10 disposable masks per week per school nurse.

Initial recommended quantities calculated per 1 staff
(e.g. nurses, custodians, and some special education teachers and other staff)

Item	1-week Supply for 1 Staff	12-week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 pairs disposable nitrile gloves per week, per staff.
Disposable Gowns	10	120	10 disposable gowns per week, per staff.
Eye Protection	2	n/a	2 re-usable eye protection per staff total.
Face Shields	2	n/a	2 reusable face shields per staff total.

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[15] Massachusetts Department of Education-School Safety Division.

Surgical Masks

Company Name	Contact Name	Telephone/Contact Info
US21	Daniel Leija	703-560-0021 Ext. 143
Fastenal	Customer Service	404-351-7881
Streamline	Rhonda Polhill	770-289-7881
Cintas	Craig Frayall	770-987-3007
F3EA	Reul Joyner	912-659-4064
Flagrant International	John Ramirez	954-804-5150
Elixir Therapeutic	Martin Hudler	917-991-7665

DuPont Tyvek Suits

Company Name	Contact Name	Telephone/Contact Info
Airgas	Judy Robledo	855-625-5285 ext. 3649
Grainger	Aaron Shoemaker	404-909-4024
Coveralls Direct	www.coverallsdirect.com	770-987-3007

Waste Disposal Medium	1	n/a	1 unit per staff total.
N-95 Ventilating Masks[16]	10	120	10 N-95 masks per week, per staff.

Item	1-week Supply for one building	12-week Supply at 100% Attendance	12-week Supply at 50% Attendance	Assumptions
Hand Sanitizer	1/3 gallon/ classroom	4 gallons/ classroom	2 gallons/ classroom	1/3 gallon of hand sanitizer per classroom, per week at 100% attendance.
Disposable Nitrile Gloves	20	240	240	20 disposable nitrile gloves (pair) per week, per custodial staff member at 100% attendance.
Waste Disposal Medium	1	n/a	n/a	1 disposal medium per school building.

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[16] Note: N-95 masks are recommended _only_ if staff will be in contact with a suspected COVID-19 positive case and/or performing aerosol-generating procedures

GUIDANCE ON WI-FI EQUIPMENT ON SCHOOL BUSES

*From Georgia's K-12 Restart Working Group for Connectivity and Devices*

Value	Benefits	Limitations	Costs
Option 2C: Wi-Fi Internet Access in students' neighborhoods Easy-to-use mobile Wi-Fi device on school buses or other school vehicles, or affixed to buildings in students' neighborhoods for students to access the internet by walking up or being driven to location of the Wi-Fi transmitter based on logistics factors determined by schools; Wi-Fi signal transmits one-tenth of a mile (500 feet); can simultaneously connect up to 45 learning devices; magnetically mounts to roof of vehicles and plugs into 12V power port. Additionally, note that the Wi-Fi Ranger utilizes the battery power generated by the vehicle's engine (running or on battery power). Online resources are available: • https://www.youtube.com/watch?v=-jOzZtzJGZw&feature=youtu.be • https://stnonline.com/partner-updates/using-school-bus-wifi-to-support-distance-learning/ • https://www.upworthy.com/school-buses-become-wifi-hotspots-for-students	Best cost-efficiency for number of students connected versus cost to purchase equipment and data service plan. Depending on signal strength, internet speeds can be sufficient to support interactive teaching and learning, including video playback and conferencing; can connect up to 45 devices from a single location while maintaining social distancing (students can stay in their cars to access internet). Can be placed on other vehicles that have 12V power outlets, as well as affixed to multi-family housing units (AC power adapter required). Content filtering is easy to include, to comply with CIPA rules.	Requires parents or caretakers to travel to the location of the parked bus or school vehicle with the Wi-Fi equipment; requires students to upload and download assignments from an automobile or in some more dense/urban areas by walking up to the Wi-Fi transmitter, possibly in close proximity to other students; social distancing reminders and protocols should be enacted. Requires IT support at the school and possibly by the driver of the bus/vehicle. Requires the Wi-Fi transmitter be positioned in areas that have sufficient mobile/cellular data connectivity (LTE), which can be a challenge in rural areas. Please contact the Georgia Broadband Deployment Initiative (GBDI) or GaDOE for information about the best mobile/cellular data locations in your school's area. Please also review the recommendations of the Facilities, Transportation, and Equipment Working Group to synchronize the Wi-Fi transmitter deployment with the district's/school's plans for buses and other vehicles.	Approx. $250 per device, plus a per-month service charge for data and content filtering Estimated cost per student connected = $20 for the full school year

SAMPLE SOCIAL DISTANCING CLASSROOM CONFIGURATIONS

For Hybrid Instructional (A/B) Models Only
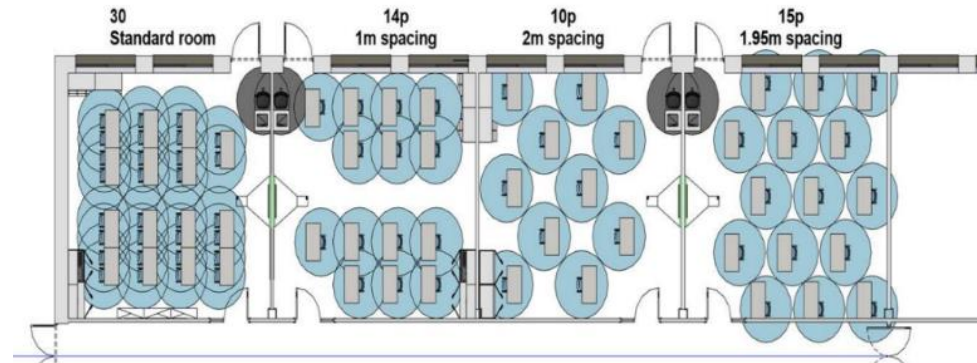
For Hybrid Instructional (A/B) Models Only
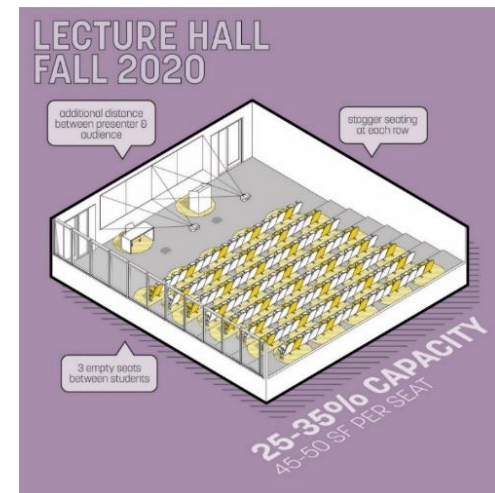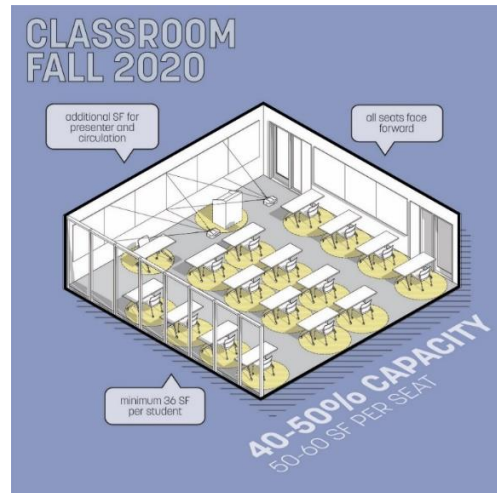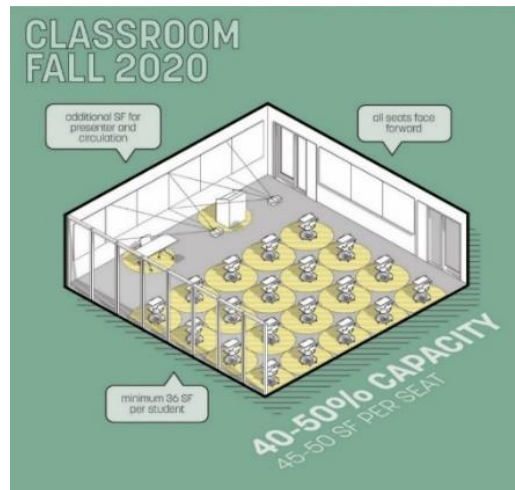
For Hybrid Instructional (A/B) Models Only

Strategies for Maximizing Social Distancing while Delivering a Traditional Instructional Model (from *Georgia's Path to Recovery for K-12 Schools*)

- Use the master schedule to balance class numbers as much as possible – remove unused desks and furniture in classrooms; maximize social distancing (to the extent practicable)
- Limit physical interaction through partner or group work
- Establish distance between the teacher's desk/board and students' desks
- Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces – as weather permits) for social distancing

SYMPTOMS COMPARISON CHART EXAMPLE[17,18]

SYMPTOMS	COVID-19	COLD	FLU	ALLERGIES
Fever	Common	Rare	High	No
Chills	Sometimes	Rare	Sometimes	No
Repeated Shaking with Chills	Sometimes	Rare	Sometimes	No
Headache	Sometimes	Rare	Intense	Sometimes
General Aches, Pain	Sometimes	Slight	Common,	No
Muscle Aches	Sometimes	Slight	Common	No
Fatigue, Weakness	Sometimes	Slight	Common	Sometimes
Extreme Exhaustion	Sometimes	Never	Common	No
Stuffy Nose	Rare	Common	Sometimes	Common
Sneezing	Rare	Common	Sometimes	Common
Sore Throat	Rare	Common	Common	No
Cough	Common	Mild to Moderate	Common	Sometimes
Shortness of Breath	In serious infections	Rare	Rare	Common
Runny Nose	Rare	Common	Sometimes	Common
Diarrhea	Sometimes	No	Sometimes	No
New loss of taste	Sometimes	No	Rare	No

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[17] Anna R. Wolfson, "Allergies, Cold, Flu, or Covid-19?" *Harvard Health Publishing*, Harvard Medical School, April 9, 2020.
[18] This sample chart could used by parents to check their children for symptoms before coming to school and/or for staff members to self-check before coming to school

ILLNESS SYMPTOM CHECKLIST EXAMPLE[19,20]

SYMPTOM SCREENING CHECKLIST:
Elementary School Students

The person conducting screenings should maintain a six-foot distance while asking questions. Ask the person dropping off the child the following questions before entering the facility or school transportation vehicle. If no person accompanying the child during drop-off, use your best judgment if the child can respond on their own.

Anyone showing symptoms of COVID-19 or who may have been exposed to COVID-19 should not be at school.

1. Have any of the children you are dropping off had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with COVID-19, or has any health department or health care provider been in contact with you and advised you to quarantine?

☐ Yes > The child should not be at school. The child can return 14 days after the last time he or she had close contact with someone with COVID-19, or as listed below.

☐ No > The child can be at school if the child is not experiencing symptoms.

2. Do any of the children you are dropping off have any of these symptoms?

☐ Fever
☐ Chills
☐ Shortness of breath or difficulty breathing
☐ New cough
☐ New loss of taste or smell

If a child has any of these symptoms, they should go home, stay away from other people, and the family member should call the child's health care provider.

3. Since they were last at school, have any of the children you are dropping off been diagnosed with COVID-19?

☐ Yes
☐ No

If a child is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they meet the criteria below.

Returning to School

A child can return to school when a family member can ensure that they can answer YES to ALL three questions:

☐ Has it been at least 10 days since the child first had symptoms?
☐ Has it been at least 3 days since the child had a fever (without using fever reducing medicine)?
☐ Has it been at least 3 days since the child's symptoms have improved, including cough and shortness of breath?

If a child has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.

If a child has been diagnosed with COVID-19 but does not have symptoms, they should remain out of school until 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.

If a child has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 14 days since the last known contact, unless they test positive. In which case, criteria above would apply. They must complete the full 14 days of quarantine even if they test negative.

SYMPTOM SCREENING CHECKLIST:
Middle and High School Students or Any Person Entering the Building

The person conducting screenings should maintain a six-foot distance while asking questions. Ask each person entering the building the following questions prior to entering the facility or school transportation vehicle.

Anyone showing symptoms of COVID-19 or who may have been exposed to COVID-19 should not be at school.

1. Have you had close contact (within 6 feet for at least 15 minutes) in the last 14 days with someone diagnosed with COVID-19, or has any health department or health care provider been in contact with you and advised you to quarantine?

☐ Yes > The person should not be at school. The person can return 14 days after the last time they had close contact with someone with COVID-19, or as listed below.

☐ No > The person can be at school if they are not experiencing symptoms.

2. Since you were last at school, have you had any of these symptoms?

☐ Fever
☐ Chills
☐ Shortness of breath or difficulty breathing
☐ New cough
☐ New loss of taste or smell

If a person has any of these symptoms, they should go home, stay away from other people, and call their health care provider.

3. Since you were last at school, have you been diagnosed with COVID-19?

☐ Yes
☐ No

If a person is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until they meet the criteria below.

Returning to School

A person can return to school when a family member can ensure that they can answer YES to ALL three questions:

☐ Has it been at least 10 days since the child first had symptoms?
☐ Has it been at least 3 days since the child had a fever (without using fever reducing medicine)?
☐ Has it been at least 3 days since the child's symptoms have improved, including cough and shortness of breath?

If a person has had a negative COVID-19 test, they can return to school once there is no fever without the use of fever-reducing medicines and they have felt well for 24 hours.

If a person has been diagnosed with COVID-19 but does not have symptoms, they should remain out of school until 10 days have passed since the date of their first positive COVID-19 diagnostic test, assuming they have not subsequently developed symptoms since their positive test.

If a person has been determined to have been in close contact with someone diagnosed with COVID-19, they should remain out of school for 14 days since the last known contact, unless they test positive. In which case, criteria above would apply. They must complete the full 14 days of quarantine even if they test negative.

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[19] North Carolina Reopening Schools, June 2020

[20] Note that this is only an example. Many schools would not be able to check each student each day. In that case, the example could be used for students first coming back to school after an illness or if they are showing symptoms.