

# Thomasville City Schools' Path to Recovery for K-12



Public Schools of North Carolina  
State Board of Education  
Department of Public Instruction



Public Health  
HEALTH AND HUMAN SERVICES

## Considerations and Recommendations for Thomasville City Schools

The North Carolina Department of Education, in partnership with the North Carolina Department of Health, has developed guidance to support districts and communities in determining their plans and strategies for reopening schools. *Thomasville City Schools' Path to Recovery for K-12* provides a tiered approach with clear, actionable steps which are advisable prior to students and employees returning to school buildings, along with guidance applicable throughout the 2020-2021 school year.

This approach is built upon the guidance and recommendations of health officials; it is strongly aligned to the reopening guidelines that have been provided by our state and federal leaders; and it's designed to help districts prioritize the health and safety of students and staff as they open school buildings and deliver instruction for the 2020-2021 school year.




*Thomasville City Schools' Path to Recovery K-12* heavily focuses on the health and physical requirements necessary for reopening school buildings. The North Carolina Departments of Public Instruction and Health and Human Services will continue to provide guidance and recommendations to districts and schools on navigating the academic, social, and emotional effects of the COVID-19 pandemic on students and employees.

*Thomasville City Schools' Path to Recovery K-12* provides considerations, recommendations, and best practices to ensure a safe and successful 2020-2021 school year. This guidance is not mandated, nor state required. Thomasville City School District has the authority and flexibility to meet our individual needs and to be responsive to our community.

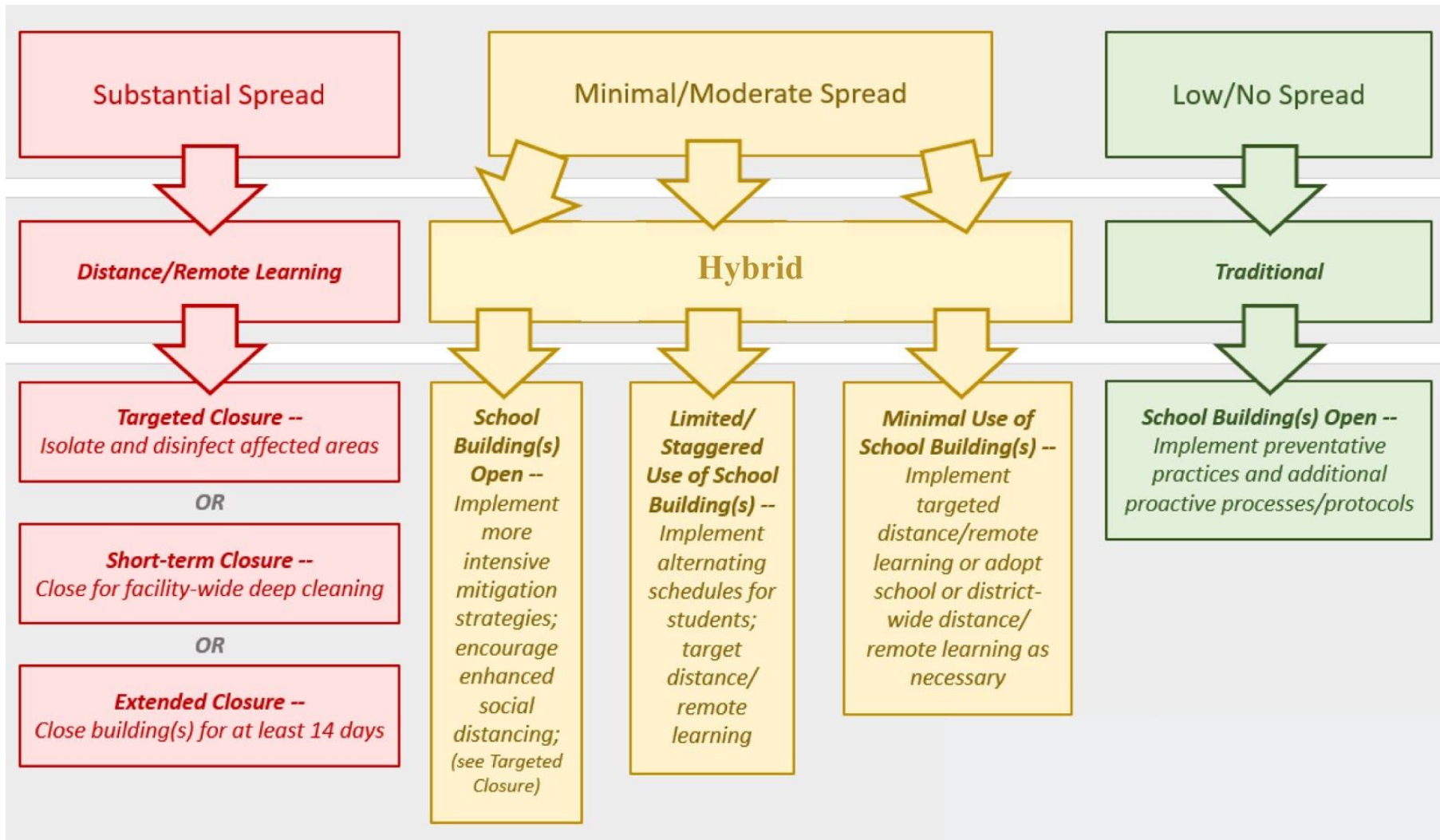
## Addressing Community Spread in Schools K-12

Substantial Spread	Minimal/Moderate Spread	Low/No Spread
<ul style="list-style-type: none"> <li>• Coordinate with local and state health officials</li> <li>• Participate in contact tracing efforts and specimen collection efforts as directed by local health officials (to the extent feasible)</li> <li>• Schools that are closed, remain closed. Implement distance/remote learning (see <i>Serving School Meals and Supporting Teaching and Learning</i>),</li> <li>• Close off affected areas and wait 24 hours before cleaning and disinfecting.</li> <li>• Consider ways to accommodate needs of children, teachers/staff, and families at higher risk for severe illnesses (See <i>Protecting Vulnerable Populations for considerations</i>).</li> </ul> <p>For additional guidance on addressing community spread, see the CDC's <a href="#">Considerations for Schools</a></p>	<ul style="list-style-type: none"> <li>• Establish and maintain communication with local and state health officials</li> <li>• Participate in contact tracing and specimen collection efforts as directed by local health officials (to the extent feasible).</li> <li>• Implement <b>enhanced</b> social distancing measures (see <i>Transitioning, Large Group Gatherings, and Teaching and Learning</i>)</li> <li>• Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>• Establish a protocol for student/staff who feel ill/experience symptoms when they come to school (see <i>When a Child, Staff Member, or Visitor Becomes Sick at School</i>)</li> <li>• Isolate and deep clean impacted classrooms and spaces</li> <li>• Consider how to accommodate needs of children, teachers/staff, and families at higher risk for severe illnesses (see <i>Protecting Vulnerable Populations for considerations</i>)</li> </ul> <p><i>TCS has the authority and flexibility to close school buildings and utilize distance/remote learning as needed.</i></p>	<ul style="list-style-type: none"> <li>• Establish and maintain communication with local and state health officials</li> <li>• Participate in contact tracing and specimen collection efforts as directed by local health officials (to the extent feasible).</li> <li>• Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school/district specific protocols</li> <li>• Establish a protocol for student/staff who feel ill/experience symptoms when they come to school (see <i>When a Child, Staff Member, or Visitor Becomes Sick at School</i>)</li> <li>• Consider how to accommodate needs of children, teachers/staff, and families at higher risk for severe illnesses (see <i>Protecting Vulnerable Populations for considerations</i>)</li> </ul>

### Definitions

<p><b>Face Coverings</b></p> 	<p>Recommendations regarding face coverings differ based on the level of community spread and can be found throughout this document. Information should be provided to staff, students, and families on proper use, removal, and washing of cloth face coverings. Any policy regarding face coverings should be sensitive to the needs of students and staff with medical issues that make wearing a face covering inadvisable.</p> <p>&gt;<a href="#">CDC Guidance</a></p>	<p><b>Hand Sanitizer</b></p> 	<p>Hand sanitizers should contain at least 60% alcohol and only used with staff and older children who can safely use hand sanitizer. Hand soap should be used for younger children.</p> <p>&gt;<a href="#">CDC Guidance</a></p>	<p><b>Clean/Disinfect</b></p> 	<p>Ensure safe and correct application of disinfectants and keep out of reach of children.</p> <p>&gt;<a href="#">CDC Guidance</a></p>
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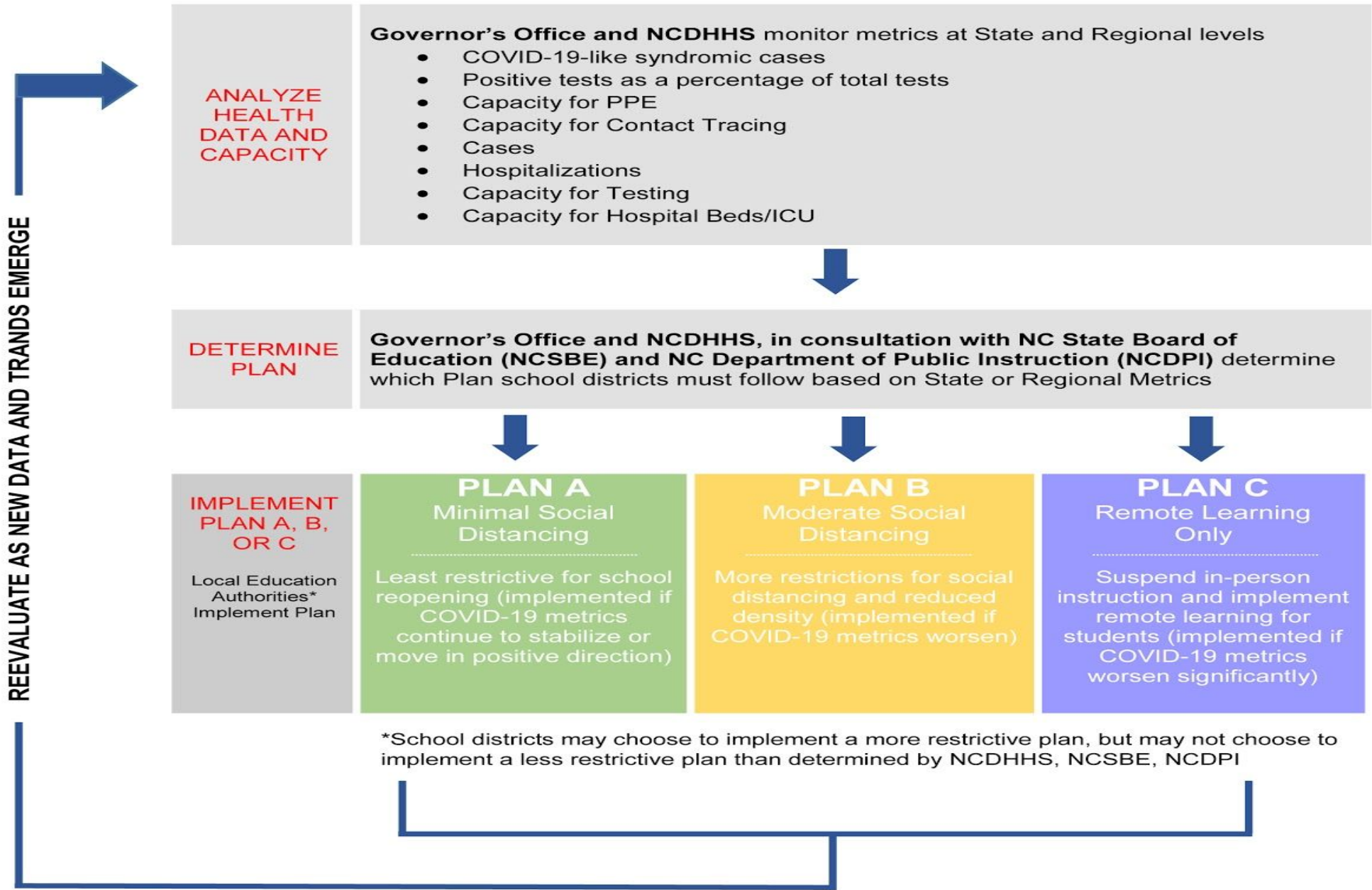
## Thomasville City Schools' Path to Recovery for K-12



### Thomasville City Schools' Decision Chart

Thomasville City Schools' Path to Recovery K-12 not only provides considerations for school leaders as they develop their own plans for restarting school this fall but provides a flexible framework to address challenges that may develop throughout the 2020-2021 school year. Instead of a one-size-fits-all approach, the above chart provides a menu of instructional models and responses schools can adopt to ensure the continued success and safety of students and staff members.

# Reopening Decision Tree



# Thomasville City Schools' Path to Recovery for K-12

Level of Community  
Spread *(as determined by  
state and local health  
officials)*

**Low/No Spread  
Minimal Social Distancing  
Plan A**  
RECOMMENDATIONS

**Minimal/Moderate Spread  
Moderate Social  
Distancing/Density Reduction  
Plan B**  
RECOMMENDATIONS

**Substantial Spread  
Remote Learning  
Plan C**  
RECOMMENDATIONS

## Practicing Prevention



### District/School Considerations:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings.
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Allow staff to wear face masks/coverings and other appropriate PPE as desired
- Take steps to ensure all water systems and features are safe
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff
- Conduct deep cleaning of schools prior to students/staff returning; schedule periodic cleanings during weekends or school holidays/breaks (to the extent practicable)

### CDC Guidance

- [Reopening Guidance for Cleaning and Disinfecting Schools](#)
- [Guidance for Reopening Buildings After Prolonged Shutdown](#)

### District/School Considerations:

- Teach and reinforce good hygiene measures such as handwashing, covering coughs, and face coverings.
- Provide hand soap and hand sanitizer with at least 60% alcohol, paper towels, and no-touch trash cans in all bathrooms, classrooms, and frequently trafficked areas
- Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick, good hygiene, and school specific protocols.
- Clean/disinfect frequently touched surfaces at least daily and shared objects after each use
- Provide masks and other appropriate PPE to staff
- Allow students and staff to bring hand sanitizer and face masks/coverings to use from home
- Take steps to ensure all water systems and features are safe
- Turn off water fountains and provide bottled water or allow students and staff to bring water from home
- Ensure ventilation systems operate properly and increased circulation of outdoor air as much as possible, as long as this does not pose a safety or health risk to students or staff
- Conduct deep cleaning of schools prior to students/staff returning; schedule additional cleanings during weekends or school holidays/breaks

### CDC Guidance

- [Reopening Guidance for Cleaning and Disinfecting Schools](#)
- [Guidance for Reopening Buildings After Prolonged Shutdown](#)

### District/School Considerations:

- Use social media and other communications to inform parents, students, and staff about COVID-19 symptoms, preventative measures, good hygiene, and school/district specific protocols.
- Encourage COVID-19 testing

### CDC Guidance

- [How to Protect Yourself and Others](#)
- [COVID-19 Symptoms](#)
- [COVID-19 and Children](#)
- [Communication Tools](#)

## Transporting Students

### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Providing hand sanitizer for students and bus drivers
  - Allowing bus drivers and students to wear face masks/coverings
  - Limiting field trips (to areas of limited/low



### District/School Considerations:

- Provide hand sanitizer for students and bus drivers
- Provide face masks for bus drivers; allow students to wear face masks/coverings
- Screen students and bus drivers for symptoms of illness and utilize spaced seating (to the extent practicable)

**School Buildings are closed;** buses are not in service and driver's have options to work in other areas

### District/School Considerations:

- Reduce contact by providing weekly meal pick ups during a designated time

	<p>transmission)</p> <ul style="list-style-type: none"> <li>○ Inspecting buses prior to students returning as part of a regular rotation</li> <li>○ Cleaning and disinfecting frequently touched surfaces on the bus at least daily</li> <li>○ Airing out buses when not in use</li> </ul>	<ul style="list-style-type: none"> <li>● Eliminate field trips</li> <li>● Clean and disinfect frequently touched surfaces on the bus at least daily</li> <li>● Establish protocols for bus stops, loading/unloading students to minimize congregation of children from different households</li> </ul> <p><b>CDC Guidance</b></p> <ul style="list-style-type: none"> <li>● <a href="#">What Bus Operators Need to Know</a></li> </ul>	<ul style="list-style-type: none"> <li>○ For TCS....pickups will be 8am-4pm on Mondays at Thomasville Primary School</li> </ul> <p><sup>2</sup> Subject to future USDA meal waiver approval</p>
<p><b>Entering School Buildings</b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and staff</li> <li>○ Limit unnecessary congregations of students and staff</li> <li>○ Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols</li> <li>○ Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (<i>see When a Child, Staff Member, or Visitor Becomes Sick at School</i>)</li> <li>○ Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc.</li> </ul> </li> </ul> <p>American Health Care Association</p> <ul style="list-style-type: none"> <li>● <a href="#">COVID-19 Screening Checklist for Visitors</a></li> </ul> <p>Society for Human Resources Management (SHRM)</p> <ul style="list-style-type: none"> <li>● <a href="#">Coronavirus Warning Poster for Entrances</a></li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Post signage in classrooms, hallways, and entrances to communicate how to stop the spread. COVID-19 symptoms, preventative measures (including staying home when sick), good hygiene, and school specific protocols</li> <li>● Establish a protocol for students/staff who feel ill/experience symptoms when they come to school (<i>see When a Child, Staff Member, or Visitor Becomes Sick at School</i>)</li> <li>● Mark spaced lines to enter buildings and designate entrance and exit flow paths</li> <li>● Screen students and staff (to the extent practicable): <ul style="list-style-type: none"> <li>○ Take temperatures ideally before entering buildings</li> <li>○ Isolate and send home if internal temperature is over 100.4° F (38°C)</li> <li>○ Consider safety and privacy concerns (confidentiality should be maintained)</li> </ul> </li> <li>● Establish a protocol for visitors: calling the front office before entering, screening visitors, requesting use of face coverings/masks, etc. Restrict nonessential visitors and volunteers.</li> <li>● Establish a protocol for student pick up/drop off: staggered entry and release (by grade, class, or bus numbers), marked spacing for pickup</li> </ul>	<p><b>School Buildings are closed;</b> only essential staff report in-person to carry out functions that are absolutely necessary.</p> <p>Who are essential staff to report:</p> <ul style="list-style-type: none"> <li>- Child Nutrition</li> <li>- School Custodian</li> <li>- District Maintenance</li> <li>- Bus Drivers (in other roles)</li> <li>- School and District Leadership Rotations</li> </ul> <p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● District/school leaders must remain vigilant and intentional as they determine roles, responsibilities, and reporting requirements for staff, refraining from blanket reporting requirements</li> <li>● District/school leaders should leverage virtual tools and platforms wherever possible to conduct essential business and keep in-person reporting to an absolute minimum during school closures</li> <li>●</li> </ul>
<p><b>Serving Meals</b></p>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and staff</li> <li>○ Allowing students and staff to wear face</li> </ul> </li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Allow student hand washing before and after meal service</li> <li>● Provide hand sanitizer for students and staff</li> <li>● Use disposable plates, utensils, etc.</li> <li>● Mark spaced lines to enter the cafeteria and</li> </ul>	<ul style="list-style-type: none"> <li>○</li> </ul> <p><b>School Buildings are closed.</b></p> <p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>● Practice established social</li> </ul>



- masks/coverings while in large group gatherings
- Conducting cleaning of cafeterias and high-touch surfaces throughout the school day

- serving lines (to the extent practicable); designate entrance and exit flow paths; stagger use
  - Conduct cleaning of cafeterias and high-touch surfaces throughout the school day
- Alternative Serving Models:
- Serving meals in classrooms
  - Serving meals in cafeterias with:
    - Spaced serving lines (marked on floors)
    - Spaced seating (utilize outdoor space as practicable and appropriate)
    - Longer meal periods for more staggered meal delivery (utilizing state seat time waiver to extend meal periods)
    - Consider pre-packaged boxes or bags for each student instead of traditional serving lines. Avoid sharing of food and utensils.

- distancing protocols to the greatest extent practicable
- Provide PPE to participating staff
- Reduce contact by delivering a week's worth of meals during a designated time (ex: delivering a week's worth of meals every Monday)<sup>2</sup>
- Distribute printed instructional packets/materials and district/school communications along with meals

<sup>2</sup> Subject to future USDA meal waiver approval

**Transitioning**



**District/School Considerations:**

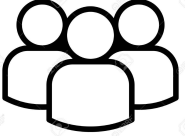

- Implement standard operating procedures while taking preventative measures such as:
  - Allowing students and staff to wear face masks/coverings while in large group gatherings
  - Conducting cleaning of hallways and high-touch surfaces throughout the school day
  - Designating areas of the hallway (i.e. lanes) to walk to keep students separated (to the extent practicable)

**District/School Considerations:**



- Limit mixing between groups (to the extent practicable)
- For class changes and other transitions throughout the school day:
  - Provide additional time for transitions (utilizing state seat time waiver to extend transition period)
  - Designate areas of the hallway (i.e. lanes) as flow paths to keep students separated to minimize congregation of students
  - Plan staggered class (ex: by hall, odd/even room numbers, grades/discipline) changes to decrease number of students in hallways at the same time
  - Have the same group of students stay with same staff (all day for young children and as much as feasible for older children)

**School Buildings are closed.**



<p><b>Conducting Large Group Gatherings</b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and staff</li> <li>○ Allowing students and staff to wear face masks/coverings while in large group gatherings</li> <li>○ Limiting unnecessary congregations of students and staff</li> <li>○ Follow the North Carolina High School Athletic Association guidelines for sporting events and practices</li> </ul> </li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order</li> <li>• Discourage the congregation of students in parking lots and common areas</li> <li>• Stagger the schedule for large group gatherings (i.e. recess and school meals)</li> <li>• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces - as weather permits) for social distancing</li> <li>• Follow the North Carolina High School Athletic Association guidelines for sporting events and practices</li> </ul>	<p><b>School Buildings are closed.</b> Abide by the maximum number of people allowed to congregate as defined by the Governor's current statewide Executive Order</p>
<p><b>Supporting Teaching and Learning</b></p> 	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Implement standard operating procedures while taking preventative measures such as: <ul style="list-style-type: none"> <li>○ Providing hand sanitizer for students and staff</li> <li>○ Conducting cleaning of classrooms and high-touch surfaces each day</li> <li>○ Limiting physical interaction through partner or group work</li> <li>○ Surveying families' interest in continuing online learning to reduce number of students requiring fact-to-face, traditional instruction</li> </ul> </li> <li>• Establish an Academic Baseline <ul style="list-style-type: none"> <li>○ Administer formative assessments toward the start of the school year</li> <li>○ Conduct meetings with teachers to identify where students are academically</li> </ul> </li> <li>• Discussed the shared experience <ul style="list-style-type: none"> <li>○ <a href="#">When Schools Start Back: Helping Students and Yourself Cope with Crisis and Loss (webinar series)</a></li> <li>○ <a href="#">Helping Children Cope with Changes</a></li> <li>○ <a href="#">Talking to Children about COVID-19</a></li> <li>○ <a href="#">Teaching Through a Pandemic</a></li> </ul> </li> <li>• Target interventions and supports <ul style="list-style-type: none"> <li>○ Provide additional instructional supports to:</li> </ul> </li> </ul>	<p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Survey families to gauge which students may want to conduct their schooling virtually for the 2020-2021 school year; schools can offer their own online courses or enroll students through the NCVPS</li> </ul> <p>Traditional Instructional Model</p> <ul style="list-style-type: none"> <li>• Schools can deliver traditional instruction under Minimal/Moderate Spread by implementing the recommendations outlined in this guidance. District or school-wide distance/remote learning is allowable and a local decision</li> <li>• 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)</li> <li>• Establish distance between the teacher's desk/board and student's desks</li> <li>• Identify and utilize large spaces (i.e. gymnasiums, auditoriums, outside spaces - as weather permits) for social distancing</li> </ul> <p>Hybrid Instructional Model</p> <ul style="list-style-type: none"> <li>• <i>Hybrid models should only be implemented</i></li> </ul>	<p><b>School Buildings are closed.</b></p> <p><b>District/School Considerations:</b></p> <ul style="list-style-type: none"> <li>• Implement a robust distance learning plan</li> <li>• Distribute printed instructional packets/materials and district/school communications along with meals; designate and communicate collection/drop off points</li> </ul> <p>Resources</p> <ul style="list-style-type: none"> <li>• Digital Learning Plan Template (MDE)</li> <li>• Return to School Roadmap for Technology</li> <li>• Individualized Digital Learning Plan for Students with Disabilities</li> <li>• Educator's Guide to Safe and Effective Video Conferencing (Education Week)</li> </ul> <p>Professional Learning for Teachers</p> <ul style="list-style-type: none"> <li>• <a href="#">Making the Shift to Online Teaching and Learning</a></li> <li>• <a href="#">Supporting Students with Disabilities Online</a></li> </ul> <p>American School Counselor Association</p> <ul style="list-style-type: none"> <li>• <a href="#">School Counseling During COVID-19: Online Lessons and Resources</a></li> </ul>

	<ul style="list-style-type: none"> <li>■ Students at risk of not graduating on time</li> <li>■ Students with disabilities (compensatory services)</li> <li>■ Students who struggled in the prior distance/remote learning environment (i.e. early grades, English Learners, etc.)</li> <li>■ Other students identified as being behind academically by teachers and parents</li> </ul> <ul style="list-style-type: none"> <li>○ Identify essential concepts/skills grade levels and provide access to enrichment (fine arts, music, world languages, CTE, Computer Science, AP/IB, dual enrollment, physical education/play, STEM/STEAM, etc.)</li> </ul> <ul style="list-style-type: none"> <li>● Addressing learning loss: <ul style="list-style-type: none"> <li>○ Help students catch up/get ahead through the NCVPS</li> <li>○ Provide extended learning opportunities through before/after school programs, Saturday school, etc.</li> </ul> </li> <li>● Prepare for potential future distance/remote learning: <ul style="list-style-type: none"> <li>○ Develop a digital learning plan</li> <li>○ Integrate virtual learning practices: <ul style="list-style-type: none"> <li>■ Digitizing lessons</li> <li>■ Requiring a certain number of online assignments for each grading period</li> </ul> </li> <li>○ Provide virtual learning-specific professional learning for educators: <ul style="list-style-type: none"> <li>■ <a href="#">Making the Shift to Online Teaching and Learning</a></li> <li>■ <a href="#">Supporting Students with Disabilities Online</a></li> </ul> </li> <li>○ Schedule specific planned district-/school-wide digital learning days as part of the traditional school calendar</li> </ul> </li> </ul> <p>Return to School</p> <ul style="list-style-type: none"> <li>● Roadmap for <a href="#">School Operations</a> and <a href="#">Instruction</a></li> </ul>	<p><i>if absolutely necessary and after factoring in additional logistical requirements placed on working families and unnecessary burden on staff. Consider allowing special education students to continue in person instruction as there students often rely on daily routines and social interactions to address their individual needs.</i></p> <ul style="list-style-type: none"> <li>● A/B Schedules <ul style="list-style-type: none"> <li>○ <i>Alternating days: students would be divided into 2 groups, likely geographically. Groups would alternate face-to-face instruction and virtual instruction. One example: Group A would attend Monday and Tuesday and work virtually the remainder of the week. Group B Would attend Thursday and Friday and work virtually the other days of the week. Wednesday would be a virtual day for most employees so buildings could be cleaned during the week between groups. Another example: Group A students Monday/Wednesday and Group B students Tuesday/Thursday; Friday - distance learning for staff, 'off' day and extended school year (districts set school calendars); using certification flexibility to relocate teachers as needed and allowable.</i></li> <li>○ <i>Alternating Weeks: Group A students - Week 1 and Group B students - Week 2; using certification flexibility to relocate teachers as needed and allowable.</i></li> <li>○ <i>Half Days: AM/PM Schedules - prioritize students on free and reduced breakfast for AM section; shared lunch, end of the day meal for PM students; using certification flexibility to relocate teachers as needed and allowable</i></li> </ul> </li> <li>● <i>Targeted Distance/Remote learning</i> <ul style="list-style-type: none"> <li>○ <i>Elementary Face-to-Face with Secondary Distance Learning: Prioritize 6-12 or 9-12 for continuous distance learning while other students have access to face-to-face instruction spread out across unused schools and classrooms; using certification flexibility to relocate</i></li> </ul> </li> </ul>	<p>School Library Media Specialists  <a href="#">School Media Specialists Can Help During Crisis (School Library Journal)</a></p>
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		<p><i>teachers as needed and allowable; see Serving Meals under Substantial Spread for preparing/delivering school meals for students who are remote learning.</i></p>	
<p><b>Athletics &amp; Extra Curricular Activities</b></p>  	<p><b>District/School Considerations:</b></p>	<p><b>District/School Considerations:</b></p> <p>What about these?</p> <ul style="list-style-type: none"> <li>• <a href="#">Interim Guidance for Administrators of US K-12 Schools and Child Care Programs</a></li> <li>• <a href="#">Considerations for Youth Sports</a></li> <li>• <a href="#">K-12 Schools and Child Care Programs</a></li> </ul>	<p><b>School Buildings and Athletic Facilities are closed.</b></p>

## Protecting Vulnerable Populations<sup>1</sup>



<sup>3</sup>Vulnerable populations - elderly individuals and/or individuals with serious underlying health conditions, including high blood pressure, chronic lung disease, diabetes, obesity, asthma, and those whose immune system is compromised such as by chemotherapy for cancer and other conditions requiring such therapy

### District/School Considerations:

- Implement standard operating procedures while taking preventative measures such as:
  - Establish a point-of-contact with the local health department
  - Identify local COVID-19 testing sites
  - Provide hand sanitizer for students and staff
  - Provide PPE to vulnerable staff as appropriate
  - Allow vulnerable students to complete their classwork virtually
  - Allow vulnerable students and staff to wear PPE throughout the school day (to the extent practicable)
  - Establish a process for regular check-ins with vulnerable students and staff
  - Allow an early transition for vulnerable students to go to classes
  - Limit large group gatherings/interactions for vulnerable students and staff

### District/School Considerations:

- Survey at-risk staff members to gauge their intentions in returning to work while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Survey families with vulnerable children to gauge their intentions in returning to a traditional school setting while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws
- Provide remote/distance learning opportunities for vulnerable student populations in consultation with parents and public health officials
- Consult with local board attorney and district human resource officials to offer special accommodations (such as an alternative teaching assignment) for personnel who are members of vulnerable populations
- Adhere to FERPA and HIPPA requirements
- Adhere to state and federal employment law and extended leaved allowances
- Offer an Employee Assistance Program to all staff members

### School Buildings are closed.

See *entering School Buildings for district/school staff guidance*

### District/School Considerations:

- Employ additional nurses, health care aides, and full time substitute employees

Society for Human Resources ([SHRM](#))

- [Employment FAQ](#)
- [What to Do When Scared Workers Don't Report to Work Due to COVID-19](#)
- [Where can I find governmental and other reliable resources for workplace issues related to the coronavirus?](#)

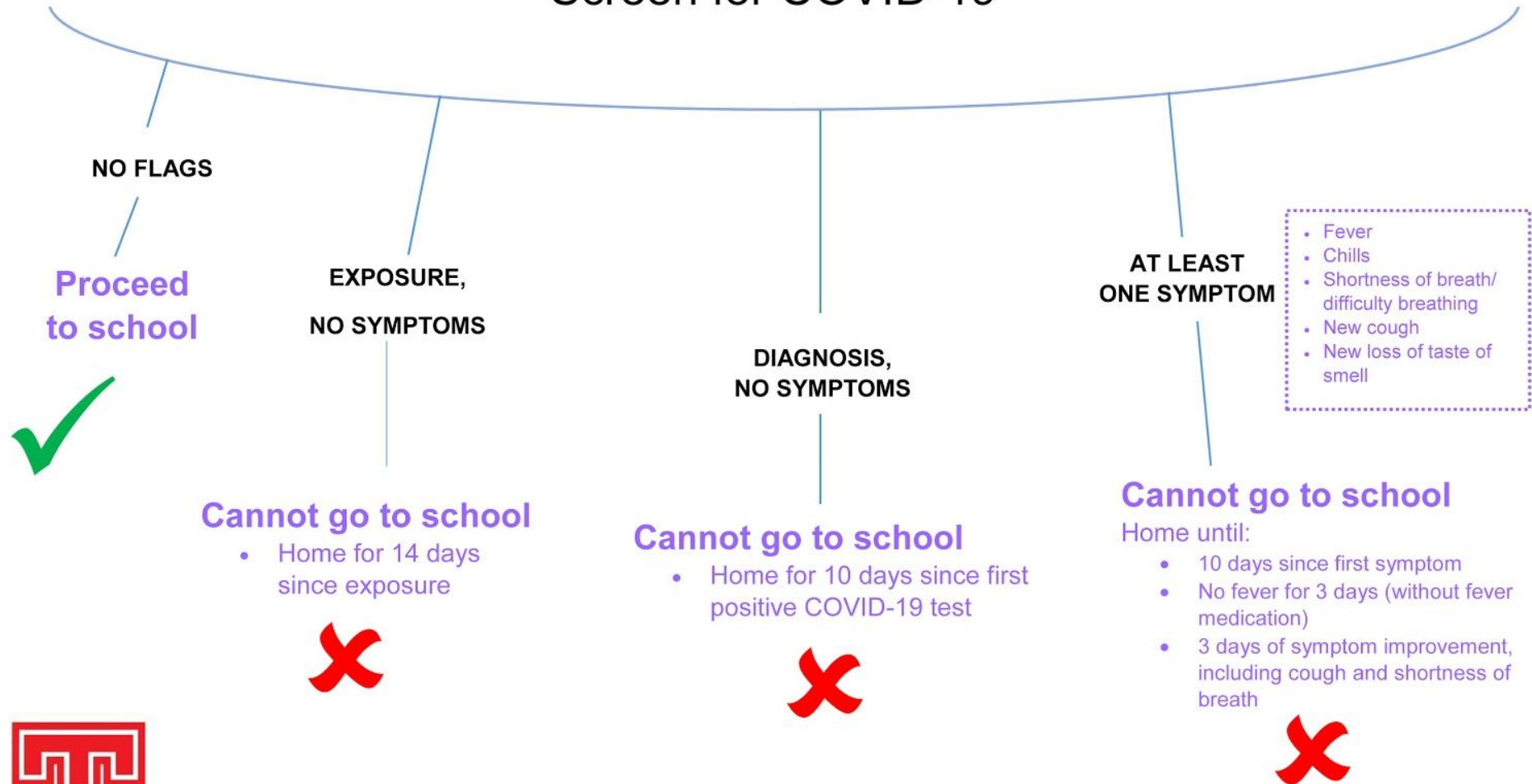
National Association of School Nurses  
[Role of School Nurses Providing Care, and participating in return to school planning](#)

# Handling Suspected, Presumptive, or Confirmed Cases of COVID-19 Flow Chart and Protocol



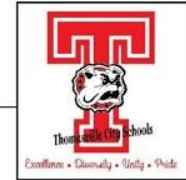
## Screening Flow Chart

### Screen for COVID-19





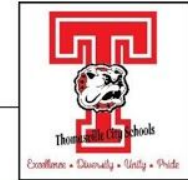
# Positive Screening Protocol: At School or Transportation Entry



	EXPOSURE, NO SYMPTOMS	DIAGNOSIS, NO SYMPTOMS	SYMPTOMS
	<p>Staff or Student shares they were exposed to someone with COVID-19 within the last 2 weeks but is NOT symptomatic</p>	<p>Staff or Student shares they were diagnosed with COVID-19 less than 10 days ago, but is NOT symptomatic</p>	<p>Staff or Student presents with at least one of the following COVID-19 symptoms (fever, chills, shortness of breath, or difficulty breathing, new cough, new loss of taste or smell)</p>
<p><b>Staff Member OR Student:</b> A designated individual (e.g., parent or guardian) is <b>PRESENT</b> to immediately support child to get home or to medical care safely</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately go home.</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures.</li> <li><input type="checkbox"/> May return to school once it has been 14 days since last close contact, if they do not develop symptoms.</li> <li><input type="checkbox"/> Student and staff can participate in remote learning and teaching (if applicable) while out.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately go home.</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> May return 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since their positive test.</li> <li><input type="checkbox"/> Student and staff can participate in remote learning and teaching (if applicable) while out.</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately go home.</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> 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 can return to school when:               <ul style="list-style-type: none"> <li>• At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and</li> <li>• Improvement in respiratory symptoms (e.g., cough, shortness of breath); and</li> <li>• At least 10 days have passed since symptoms first appeared.</li> </ul> </li> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> Student and staff can participate in remote learning and teaching (if applicable) while out, if they feel well enough</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures</li> </ul>
<p><b>Student:</b> A designated individual (e.g., parent or guardian) is <b>NOT PRESENT</b> to immediately support child to get home or to medical care safely</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> Separate student in designated area with adult supervision wearing a cloth face covering</li> <li><input type="checkbox"/> Enact plan to safely send student home as quickly as possible</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures.</li> <li><input type="checkbox"/> May return to school once it has been 14 days since last close contact and no symptoms develop</li> <li><input type="checkbox"/> Student may participate in remote learning (if applicable) while out.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> Isolate student in designated area with adult supervision wearing a cloth face covering standing at least 6 feet away</li> <li><input type="checkbox"/> Enact plan to safely send student home as quickly as possible, cannot use school transportation</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures.</li> <li><input type="checkbox"/> Return 10 days since first positive COVID-19 test, if symptoms do not develop</li> <li><input type="checkbox"/> Student may participate in remote learning (if applicable) while out.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering or surgical mask</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> Isolate student in designated area with adult supervision wearing a cloth face covering or surgical mask, standing at least 6 feet away</li> <li><input type="checkbox"/> Enact plan to safely send student home as quickly as possible, cannot use school transportation</li> <li><input type="checkbox"/> If student is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when:               <ul style="list-style-type: none"> <li>• At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and</li> <li>• Improvement in respiratory symptoms (e.g., cough, shortness of breath); and</li> <li>• At least 10 days have passed since symptoms first appeared.</li> </ul> </li> <li><input type="checkbox"/> If student 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</li> <li><input type="checkbox"/> Student can participate in remote learning (if applicable) while out, if they feel well enough</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures</li> </ul>



# Positive Screening Protocol: During the School Day



	EXPOSURE, NO SYMPTOMS	DIAGNOSIS, NO SYMPTOMS	SYMPTOMS
	Staff or Student shares they were exposed to someone with COVID-19 within the last 2 weeks but is NOT symptomatic	Staff or Student shares they were diagnosed with COVID-19 less than 10 days ago, but is NOT symptomatic	Staff or Student presents with at least one of the following COVID-19 symptoms (fever, chills, shortness of breath, or difficulty breathing, new cough, new loss of taste or smell)
Student	<ul style="list-style-type: none"> <li><input type="checkbox"/> Separate student in designated area with adult supervision wearing a cloth face covering standing at least 6 feet away</li> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering</li> <li><input type="checkbox"/> Enact plan to safely send student home as quickly as possible</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures</li> <li><input type="checkbox"/> May return to school once it has been 14 days since last close contact and no symptoms develop</li> <li><input type="checkbox"/> Student may participate in remote learning (if applicable) while out</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Isolate student in designated area with adult supervision wearing a cloth face covering standing at least 6 feet away</li> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering</li> <li><input type="checkbox"/> Enact plan to safely send student home as quickly as possible</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> Return after 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since testing positive</li> <li><input type="checkbox"/> Participate in remote learning (if applicable) while out</li> <li><input type="checkbox"/> Wait at least 24 hours, THEN:               <ul style="list-style-type: none"> <li>• Clean and disinfect those areas with an EPA-registered product</li> <li>• Notify Local Health Department and follow their procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering</li> <li><input type="checkbox"/> Isolate student in designated area with adult supervision wearing a cloth face covering standing at least 6 feet away</li> <li><input type="checkbox"/> If appropriate for the student, wear a cloth face covering</li> <li><input type="checkbox"/> Enact plan to safely send student home as quickly as possible</li> <li><input type="checkbox"/> Notify Superintendent's Office</li> <li><input type="checkbox"/> If student is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when:               <ul style="list-style-type: none"> <li>• At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and</li> <li>• Improvement in respiratory symptoms (e.g., cough, shortness of breath); and</li> <li>• At least 10 days have passed since symptoms first appeared.</li> </ul> </li> <li><input type="checkbox"/> If student 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</li> <li><input type="checkbox"/> Participate in remote learning and teaching (if applicable) while out, if they feel well enough</li> <li><input type="checkbox"/> Close off and ventilate facility areas used by the sick student</li> <li><input type="checkbox"/> Wait at least 24 hours, THEN:               <ul style="list-style-type: none"> <li>• Clean and disinfect those areas with an EPA-registered product</li> <li>• Notify Local Health Department and follow their procedures</li> </ul> </li> </ul>
Staff Member	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately go home.</li> <li><input type="checkbox"/> Notify Human Resources Dept.</li> <li><input type="checkbox"/> Notify Local Health Department and follow their procedures.</li> <li><input type="checkbox"/> May return to school once it has been 14 days since last close contact and no symptoms develop</li> <li><input type="checkbox"/> May participate in remote teaching (if applicable) while out.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Immediately go home</li> <li><input type="checkbox"/> Notify Human Resources Dept.</li> <li><input type="checkbox"/> Return after 10 days since first positive COVID-19 test, if they did not subsequently develop symptoms since testing positive</li> <li><input type="checkbox"/> Participate in remote teaching (if applicable) while out</li> <li><input type="checkbox"/> Wait at least 24 hours, THEN:               <ul style="list-style-type: none"> <li>• Clean and disinfect those areas with an EPA-registered product</li> <li>• Notify Local Health Department and follow their procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> If appropriate for the staff member, wear a cloth face covering or surgical mask</li> <li><input type="checkbox"/> Notify Human Resources Dept.</li> <li><input type="checkbox"/> If well enough, they should immediately go home</li> <li><input type="checkbox"/> If NOT well enough, isolate staff member in designated area and provided support to get home or to medical facility</li> <li><input type="checkbox"/> If staff member is diagnosed with COVID-19 based on a test, their symptoms, or does not get a COVID-19 test but has had symptoms, they can return to school when:               <ul style="list-style-type: none"> <li>• At least 3 days (72 hours) have passed since recovery defined as resolution of fever without the use of fever-reducing medications; and</li> <li>• Improvement in respiratory symptoms (e.g., cough, shortness of breath); and</li> <li>• At least 10 days have passed since symptoms first appeared.</li> </ul> </li> <li><input type="checkbox"/> If staff member 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</li> <li><input type="checkbox"/> Close off and ventilate facility areas used by the sick person</li> <li><input type="checkbox"/> Wait at least 24 hours, THEN:               <ul style="list-style-type: none"> <li>• Clean and disinfect those areas with an EPA-registered product</li> <li>• Notify Local Health Department and follow their procedures</li> </ul> </li> </ul>

**When a Child, Staff Member, or Visitor Becomes Sick at School**



**District/School Considerations:**

- Work with school administrators, school nurses, and other healthcare providers to identify an isolation room or area to separate anyone who exhibits COVID-like symptoms.
- School nurses and other healthcare providers should use *Standard and Transmission-Based Precautions* when caring for sick people. See: *What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection*
- Establish procedures for safely transporting anyone who is sick home or to a healthcare facility
- Notify local health officials, staff, and families immediately of a possible case while maintaining confidentiality consistent with the Americans with Disabilities Act (ADA) and other applicable federal and state privacy laws.
- Close off areas used by a sick person and do not use before cleaning and disinfection. Wait 24 hours before you clean and disinfect. If it is not possible to wait 24 hours, wait as long as possible. Ensure safe and correct application of disinfectants and keep disinfectant products away from children.
- Advise sick staff members and children not to return until they have met state DHHS criteria to discontinue home isolation.
- Inform those who have had close contact to a person diagnosed with COVID-19 to stay home and follow state guidance if symptoms develop. If a person does not have symptoms, follow appropriate state guidelines for home quarantine.

CDC Guidance

- [Symptoms of Coronavirus](#)
- [What Healthcare Personnel Should Know About Caring for Patients with Confirmed or Possible COVID-19 Infection](#)
- [Standard Precautions](#)
- [Transmission-based Precautions](#)

Something from our state or city or superintendent will go here.....



# TCS Infection Control Checklist

In anticipation of schools reopening for instruction, this checklist reflects predicted items of need for infection control materials and PPE. This checklist will be supplemented with supporting information on how to order items (coming soon). These documents are intended to inform policy decisions.

NOTE: This checklist does not address the routine use of PPE as normally indicated for completion of typical, daily medical procedures for students.

## School Building

**Hand Sanitizer** (60% alcohol) - Provided at every building entrance and exit, in the cafeteria, and in every classroom

**Hand Soap**

## Teachers

**Cloth Face Covering**  
5/teacher

**Hand Sanitizer**  
(60% alcohol)

**Cleaning Products** (EPA registered disinfectants effective against COVID-19)

**Tissues**

## Students

**Cloth Face Covering**  
5/student

## Nurses

**Cloth Face Covering**  
5/nurse, used when not caring for sick individuals

**Surgical Masks**  
Used when providing care for sick individuals, as needed

**Gowns**  
 **Gloves**

**Face Shields**  
Used when providing care for sick individuals, as needed

**Screening Thermometers**  
Used when providing care for sick individuals, as needed

## Individual School Staff Delegated by a Nurse to Perform Medical Tasks

**Cloth Face Covering**  
5/nurse, used when not caring for sick individuals

**Surgical Masks**  
Used when providing care for sick individuals, as needed

**Gowns**  
 **Gloves**

**Face Shields**  
Used when providing care for sick individuals, as needed

**Screening Thermometers**  
Used when providing care for sick individuals, as needed

**Cleaning Products** (EPA registered disinfectants effective against COVID-19)

## Custodial Staff

**Cloth Face Covering**  
5/staff member, used when not caring for sick individuals

**Gloves**

## Nutrition Services Staff

**Cloth Face Covering**  
5/staff member, used when not caring for sick individuals

**Gloves**

**Bus Drivers**

<input type="checkbox"/> <b>Cloth Face Covering</b> 5/staff member, used when not caring for sick individuals	<input type="checkbox"/> <b>Hand Sanitizer</b> (60% alcohol) for every driver	<input type="checkbox"/> <b>Cleaning Products</b> (EPA registered disinfectants effective against COVID-19)	<input type="checkbox"/> <b>Tissues</b>
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**School Staff Who May Make Home Visits or Visits to Multiple Schools** (e.g., Social Workers, Instructional Coaches, PTs, SLPs, etc.)

<input type="checkbox"/> <b>Cloth Face Covering</b> 5/staff member, used when not caring for sick individuals	<input type="checkbox"/> <b>Hand Sanitizer</b> (60% alcohol) for each			
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**All Other School Staff** (e.g., Administrators, Office Staff, Coaches, etc.)

<input type="checkbox"/> <b>Cloth Face Covering</b> 5/staff member, used when not caring for sick individuals				
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**Person Who Screens Positive for COVID-19 Symptoms on Site**

<input type="checkbox"/> <b>Surgical Mask or Cloth Face Covering</b>			
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**Individual Accompanying or Supervising a Person Who Screens Positive for COVID-19 Symptoms On-Site**

<input type="checkbox"/> <b>Surgical Mask or Cloth Face Covering</b>	<input type="checkbox"/> <b>Gloves</b>	<input type="checkbox"/> <b>Hand Sanitizer</b> (60% alcohol)- if needed, soap and water not available
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