



Bluffview
Montessori

Restart Blueprint

Table of Contents

[Introduction](#)

[Our Safe Learning Model](#)

[Communication](#)

[Training and Education](#)

[Screenings](#)

[Community Expectations](#)

[Facilities](#)

[Space Considerations](#)

[Scheduling](#)

[Facility Cleaning Methods and Considerations](#)

[Handling Suspected or Confirmed Cases](#)

Appendices:

- A Posters
- B MDH Posters/Handouts
- C Plan Audit/Checklist
- D OSHA Voluntary Respirator User Form
- E Template Messages
- F Staff Considerations

Introduction

In March 2020, Bluffview Montessori School (BMS) closed its school buildings to students due to the COVID-19 outbreak and the governor's Emergency Executive Order 20-02, issued March 15, 2020. For the remainder of the spring semester, students engaged in distance learning.

In planning for the coming school year, the Minnesota Department of Education (MDE) has requested school districts to plan for three different scenarios going into the 2020-2021 school year. Those three scenarios include:

- **Scenario 1: In-person learning for all students.** Create as much space as feasible between students and teachers; the district will not be held to strictly enforcing 6 feet of distance between individuals.
- **Scenario 2: Hybrid model with strict social distancing and capacity limits.** Schools must limit the overall number of people in the school facilities and on transportation vehicles to 50% maximum occupancy. Social distance of at least six feet between individuals must occur at all times.
- **Scenario 3: Distance Learning Only**

****Please note-these scenarios are not the same as the MN stay safe options below-for Bluffview these 3 scenarios may be combined in the options below-example: Option 4 is elementary hybrid with Erdkinder in distance learning.***

The Restart Blueprint is based on the MDH *2020-2021 Planning Guide for Schools*, MDE's *Guidance for Minnesota Public Schools: 2020-2021 School Year Planning*, [MDE's Safe Learning Plan for 2020-2021](#), and current public health recommendations at the time this document was developed, which include:

- Maintain a distance of six feet between individuals
- Wear face masks or coverings
- Screen for COVID-19 symptoms
- Practice good hygiene protocols including hand washing, cleaning, and disinfecting
- Limit group gatherings
- Plan for short-term school closures, should there be a suspected or confirmed COVID-19 case

The Minnesota Safe Learning Plan for 2020-2021 outlines five goals that Bluffview Montessori is dedication to working towards:

1. Prioritizing the safety of students and staff
2. Prioritizing in-person learning, especially for younger learners
3. Considering infectiousness and transmission risk among different ages
4. Supporting planning, while permitting flexibility for districts
5. Taking into account disease prevalence at a local level

Throughout the Blueprint, you will be able to observe how Bluffview Montessori plans to take into account CDC guidelines, MDH guidelines, and MDE requirements, while providing staff and students with a safe place to learn and educate.

Our Safe Learning Model

To begin the 2020-2021 school year, Bluffview Montessori will follow MDH parameters using county public health data to support the learning model to be utilized.

County Level Data

To determine the base learning model, districts will utilize bi-weekly case rate (over 14 days) by county of residence. The data indicates the number of cases by county over 14 days, per 10,000 people by date of test collection. The equation for determining the level is as follows:

$$\text{Total number of cases for last 14 days} \div \left(\frac{\text{County population}}{10,000} \right) = \text{14-day county case level rate per 10,000}$$

Using the case rate as indicated above, the learning model listed below is recommended to be used by districts.

Stay Safe MN Option #	Number of cases per 10,000 over 14 days (by county of residence)	Learning Model
1	0-9	In person learning for all students
2	10-19	In person learning for elementary students Hybrid learning for secondary students
3	20-29	Hybrid learning for all students
4	30-49	Hybrid learning for elementary students Distance learning for secondary students
5	50+	Distance learning for all

Bluffview Montessori utilizes Winona County data. Henry Schantzen is responsible for monitoring this data.

Contingency Planning and Flowing in Scenarios

When viral activity increases, Bluffview Montessori will analyze the county-level data to determine if another learning model should be selected, and will notify the Commissioner of Education via the Learning Model Portal within 24 hours of beginning a new learning model.

If viral activity decreases, the school may dial forward to a less restrictive model than what is required. If doing so, it must consult with local public health officials, MDH and MDE through the Regional Support Teams.

After implementing a distance learning model due to high levels of viral transmission in the school or local geographic community, the school will wait a minimum of two to three weeks before bringing students back into the buildings for in-person or hybrid learning.

Parents, guardians, staff and students will be notified of scheduling changes through “allschool” emails or text messages/text to voice messages from the school Student Information System.

Henry Schantzen, Head of School, is responsible for all communications through the Learning Model Portal.

Distance Learning

Per Executive Order 20-82, distance learning options will be offered to those who elect to continue distance learning.

Communication

Task force

BMS has formed a task force to work on the modifications needed for the upcoming school year. The taskforce includes the following people.

Name	Title
Angie Radel	Environmental consultant: IEA
April Finucane	Nurse: Winona Health
Jen Warner	Nurse: Winona Health
Henry Schantzen	Head of School
Sherry Lohmeyer	Assistant Head of School
Cindy Smith	Food Service
Andy Richardson	Building manager
Christopher Lewit	EcoLab

Henry Schantzen serves as the point of contact for all COVID-19 related matters in the district. This person is also responsible for coordinating with local health authorities regarding positive COVID-19 cases and communicating in the Learning Model Portal. All school staff and families will be provided with this person’s contact information. This person will communicate concerns, challenges, and lessons learned related to COVID-19 preventive activities as needed with staff, students and their families, school and district leadership, and local health officials. Their contact information will be included in all communication.

Regional Support Teams

Regional Support Teams have been established in partnership with MDE, MDH and the regional service cooperatives (Southeast Service Cooperative). The formation of Regional Support Teams will assist schools in receiving responses to situations in a timely fashion.

When questions arise, Henry Schantzen, Head of School, will reach out to the Team lead. The Team lead will then communicate with MDH regarding the situation to provide solutions to the district. They can assist with overall questions and concerns as a MDE and MDH partner, provide updates on parameters, and assist with contact tracing and testing events.

Bluffviews Regional Support Team lead is Kim Swanson and is available at kswanson@ssc.coop or at covidsupport@ssc.coop.

Positive case in school: Health.schoolcc.followup@state.mn.us

MDH Inboxes

- **Public (parents, staff, non-nurse or child care provider) Inquiry Inbox:**
Health.covid19@state.mn.us
- **Question/Positive Case in Institutes of Higher Education (IHEs)/Colleges/Universities:**
Health.HigherEd.Covid19@state.mn.us
- **Question/Positive Case in Youth and Adult Sports:**
Health.sports.covid19@state.mn.us
- **Positive Case in Child Care, School, Day Camp:**
Health.schoolcc.followup@state.mn.us
- **IEPs/504 plans, attendance requirements and drops, distance learning:** COVID-19.Questions.MDE@state.mn.us
- **Question from School Nurse, Administration or Child Care Provider:**
Health.schools.covid19@state.mn.us

Communication Methods

The District will release regular communication updates in the following ways:

BMS will continue to utilize the school website, automatic email feed, “allschool email”, text or voice to text options through the Student Information System (JMC) and Facebook page for updating staff, students, parents, and the public. Written documentation will be available at the District Office for parents who do not have access to any of the previously mentioned platforms.

The Restart Blueprint will be posted on the Bluffview website and families, students, and staff will be notified of its availability by email, text or voice to text.

Posters will be present within the facility, including at the following locations:

- At handwashing sinks to remind building occupants of good handwashing practices
- On entry doors to remind people who have symptoms not to enter
- At entries notifying people of the screening methods

Template Messaging

Message templates have been assembled for:

- School cancellations due to a known or suspected case of COVID-19 in district facilities
- Exclusion of students due to symptoms/illness
- A summary of the changes taking place within the district to be provided to parents, students, and staff

Mental Health & Wellness

The COVID-19 pandemic is causing stress, fear, and anxiety for many people. BMS will provide staff, families, and students (age-appropriate) with information on how to access resources for mental health and wellness.

BMS has the following mental health professionals available for all 3 educational scenarios:

- Kelly Skillicorn-School Counselor
- Kitt Patton-School Behavior Interventionist
- Hiawatha Valley Mental Health staff providing school linked mental health services
 - referrals, onsite or teletherapy
- Hiawatha Valley Education District
 - additional human capital resources for the school to access
- Crisis Response for Southeast Minnesota-available 24/7
 - www.crisis2southeastmn.com
 - 1-844-274-7472
- WAPS virtual calming room
 - <https://www.winonaschools.org/district/distancelearning/virtual-calming-room>
- State of Minnesota Covid 19 response site
 - <https://mn.gov/covid19/for-minnesotans/get-help/mental-health.jsp>

Reporting Methods

BMS will request parents, guardians, and staff to self-report if they or their student have COVID-19 symptoms, a positive test or have been in close contact with someone with COVID-19.

Parents/guardians will report their students to the office: (507) 452-2807 or office@bluffviewmontessori.org :

1. Rennee Knutson rknutson@bluffviewmontessori.org
2. Ruth Rourke rrourke@bluffviewmontessori.org
3. Sherry Lohmeyer slohmeyer@bluffviewmontessori.org

Staff members will report to the office at (507) 452-2807 or appropriate admin staff in this order:

1. Ruth Rourke rrourke@bluffviewmontessori.org
2. Sherry Lohmeyer slohmeyer@bluffviewmontessori.org
3. Henry Schantzen hschantzen@bluffviewmontessori.org

It is important that close contacts of students or staff with COVID-19 are quickly identified and are informed of the need to quarantine at home. They are encouraged to seek testing even when not showing symptoms, to guard against spreading COVID-19 while asymptomatic or presymptomatic.

Training and Education

The following staff categories have received training on the Restart Blueprint in the specific areas listed below. Records of training for the staff categories are located at Bluffview.

<u>Maintenance & Custodial Staff</u> <ul style="list-style-type: none"> • Currently known COVID-19 Facts • Cleaning Methods and Schedule • Employee Right-to-Know • Personal Protective Equipment • Districts Restart Blueprint Overview • Identifying Symptomatic Students • Face Coverings • Screening Yourself 	<u>Transportation</u> <ul style="list-style-type: none"> • WAPS provides transportation, so office staff will remain up to date on their protocols and procedures.
<u>All Other Staff</u> <ul style="list-style-type: none"> • Currently Known COVID-19 Facts • Overview of the Custodial Cleaning • Screening Yourself • Receiving Items from Home • Districts Restart Blueprint Overview • Identifying Symptomatic Students • Face Coverings • Screening Yourself 	<u>Parents & Guardians</u> <ul style="list-style-type: none"> • Districts Restart Blueprint Overview • Transferring Items from Home to School • Scheduling Changes • Face Coverings • How to Screen/What to Screen for • ST##PUse of Technology <p>* The district will send home the MDH COVID-19 Decision Tree and MDH "Is it COVID-19"? to assist with symptom identification. This document is located in Appendix B.</p>

Cross-Training and Absence Planning

BMS is preparing for absences of staff members by cross training in the following ways:

BMS is preparing for absences of essential staff members by cross training. Backup staff members have been assigned for essential roles, shown below.

Team Member	Backup/Fill-In
teachers	internal and external subs, will crosstrain on google classroom
food service	internal subs/express personnel
janitorial	express personnel

BMS is planning to remain as flexible as possible to accommodate staff and students, while following guidance as provided by MDE/MDH. [FFCRA Policy](#).

In order to prepare for the possible need for more substitute teachers/positions, the District will hold a training for all current substitutes during the first weeks of school to prepare for the need to fill-in, in positions that they may not normally perform.

BMS has also recruited a few parents that were able to acquire substitute licenses, have several assistants with substitute teacher licenses, and is working to hire a floating substitute teacher. Each level has identified at least one staff to train on Google Classroom as a backup as well.

Districts are required to prepare for absent staff due to some not wanting to return to the school, or some being sick. Have conversations about how they are planning for those absences. This could include: administration, substitute teachers, bus drivers, custodial staff, etc.

Screenings

SCENARIO 1

BMS will complete proactive screenings of students, visitors, and staff entering the buildings.

MDH requires people to be screened when entering the building. The MDH COVID-19 screening poster will be posted at building entrances to remind people who enter the building the symptoms of COVID-19. Posters will notify entrants that the district will be screening occupants.

BMS will implement the following screening process:

- There will be screening stations at three entrances according to the location of the students' classroom. All office, CH, and E1B/E1C will enter the front main entrance, all E2 and E1A will enter the glass hallway door between the buildings from the firelane, and Erdkinder will enter their space from the fire lane entrance nearest the storage rooms. Monitors will observe the flow of students for distancing. This will create a counter clockwise flow to the main building. No other entrances will be open.
 - One exception will be our youngest students. If they have separation related behaviors or needs, they may be invited to enter through the outside door leading to his/her designated classroom.
- The screener will stand in the entrance with a touch free sanitizer station, wearing appropriate PPE: face covering, face shield or goggles, and gloves.
- The screener will visually inspect the person for signs of illness, which could include: flushed cheeks, rapid breathing/difficulty breathing, fatigue, or extreme fussiness. A checklist will be provided.
- The screener will request student application of sanitizer and conduct temperature screening using a non-contact thermometer.
- Persons who have a temperature less than 100.4°F and no other symptoms may enter, receive sanitizer from and report directly to assigned classrooms. Those with symptoms or a fever will be turned away and will need to go home immediately; students arriving by bus will be sent to a designated isolation area before being picked up by a parent or guardian.

If a disposable or non-contact (temporal) thermometer was used and it did not have physical contact with a child, the screener does not need to change gloves before the next check. If it did touch the child, the screener should change gloves and wipe the thermometer with alcohol wipe.

SCENARIO 2

BMS will implement the following screening process:

- There will be screening stations at three entrances according to the location of the students' classroom. All office, CH, and E1B/E1C will enter the front main entrance, all E2 and E1A will enter the glass hallway door between the buildings from the firelane, and Erdkinder will enter their space from the fire lane entrance nearest the storage rooms. Monitors will observe the flow of students for distancing. This will create a counter clockwise flow to the main building. No other entrances will be open.
 - One exception will be our youngest students. If they have separation related behaviors or needs, they may be invited to enter through the outside door leading to his/her designated classroom.
- The screener will stand in the entrance with a touch free sanitizer station, wearing appropriate PPE: face covering, face shield or goggles, and gloves.

- The screener will visually inspect the person for signs of illness, which could include: flushed cheeks, rapid breathing/difficulty breathing, fatigue, or extreme fussiness. A checklist will be provided.
- The screener will request student application of sanitizer and conduct temperature screening using a non-contact thermometer.
- Persons who have a temperature less than 100.4°F and no other symptoms may enter, receive sanitizer from and report directly to assigned classrooms. Those with symptoms or a fever will be turned away and will need to go home immediately; students arriving by bus will be sent to a designated isolation area before being picked up by a parent or guardian.

Staff screeners- Reliance on Personal Protective Equipment

- Upon arrival, wash your hands and put on a facemask, eye protection (goggles or disposable face shield that fully covers the front and sides of the face), and a single pair of disposable gloves. A gown could be considered if extensive contact with a child is anticipated but not recommended for this purpose.
- Upon entering, request that students apply sanitizer from touch free stations-all entrances are aligned with bathrooms, so if touch free dispenser fails staff will use the hand pump bottle made available as a plan B. Only staff will hold and pump it. If both fail, people will be directed to the nearest bathroom to wash hands. Each station is close to a set of bathrooms.
 - BMS will use an alcohol-based hand sanitizer that contains at least 60% alcohol or wash hands with soap and water for at least 20 seconds.
- Make a visual inspection of the child for signs of illness, which could include flushed cheeks, rapid breathing or difficulty breathing (without recent physical activity), fatigue, or extreme fussiness, and confirm that the child is not experiencing coughing or shortness of breath. Ask the screening questions on the document provided.
- Take the child's temperature.
 - If you use disposable or non-contact (temporal) thermometers and did not have physical contact with an individual, you do not need to change gloves before the next check.
 - If you use non-contact thermometers, clean them with an alcohol wipe (or isopropyl alcohol on a cotton swab) between each client. You can reuse the same wipe as long as it remains wet.
 - If hands are visibly soiled, soap and water should be used before using alcohol-based hand sanitizer.
- Staff will be trained by contracted nurse from Winona Health will regarding proper use of PPE and screening techniques:
 - The procedure to don and doff should be tailored to the specific type of PPE that you have available at your facility.

Community Expectations

Hand Washing

Proper hand washing practices are very important to reduce the spread of any viruses. Posters will be placed at all sinks to remind everyone of good hand washing practices.

Hand sanitizer will be provided to all staff members and classroom/learning environments. There will not be sanitizer on individual desks or workspaces. *Sanitizer must be kept out of reach of youngest children to avoid ingestion.*

Hand washing is more effective than hand sanitizer in reducing germs. However, in instances where handwashing is not readily available, hand sanitizer can be used. Visibly dirty or greasy hands should still be washed as soon as feasible. Custodial staff will check mounted hand sanitizer and hand washing supplies during each daily cleaning of the area.

Teaching staff are expected to encourage proper hand washing with all students.

Face Coverings

Per the Governor's Executive Order 20-81, as of July 25, 2020, people in Minnesota are required to wear a face covering in all public indoor spaces and businesses, unless alone. Additionally, workers are required to wear a face covering when working outdoors in situations where social distancing cannot be maintained. The requirement includes all district buildings and transportation vehicles. Please see [Policy 113](#) for details.

It is not recommended that masks be worn by anyone who has trouble breathing or is unconscious, incapacitated, or otherwise unable to remove the mask without assistance. Masks are also not recommended for children who cannot manage them on their own and are not to be used on children under the age of two years old. Coverings are not required for students engaging in programming in pre-school (age five and younger) in the state mandate.

At Bluffview, those pre-school age children will be in a fully integrated room with Kindergarten students that are required to have face coverings. Therefore, the expectation is that they also wear face coverings or the approved alternatives within the scope of their developmental abilities. They must all bring face coverings. Parents should begin practicing that with them as soon as possible.

MDH face-covering guidelines should be followed when wearing coverings; this includes washing hands before applying, washing hands after taking off, not touching the covering repeatedly, and keeping it clean. [How to Safely Wear Face Coverings](#)

Face coverings include a paper or disposable mask, cloth face mask, 2 ply cloth gaiter, or religious face covering and are required to cover the nose and mouth completely. A face covering is not a substitute for social distancing. Polyester gaiters and bandanas are not acceptable. Face coverings may be temporarily removed in the following situations:

- During indoor physical activities.
- To eat or drink.

- During indoor practices or performances where people are singing, acting, playing musical instruments or public speaking.
- When asked to remove it for identification purposes.
- When working alone in an office, classroom or vehicle where a person has no person-to-person interaction.
- When working in communal spaces that have barriers that are above face level.
- When communicating with someone who is deaf, hard of hearing or has a disability or medical condition which makes communicating with a face covering difficult.

Face shields must extend below the chin, to the ears and with no gap between the forehead and shields headpiece. **Face Shields are not a substitute for face coverings per CDC guidance.** Face shields are allowed in the following situations:

- Among students in Pre-Kindergarten through grade 8 when wearing a face covering is problematic
- By teachers when wearing a face covering is impeding the educational process
- When staff, students or visitors cannot tolerate a face covering due to a developmental, medical or behavioral health condition
- When staff are providing direct student support services if the face covering impedes the service being provided

The State of Minnesota is providing each student (Kindergarten through grade 12) and staff members with a reusable, cloth face covering. Each school district will receive one face shield for each licensed teacher and shields for 50% of non-licensed teachers. The District will also receive three disposable face masks per student.

The District will distribute PPE to all populated areas of the school. Every room should have masks, face shields, goggles, gloves, and some sort of gown in a clearly labeled space.

The CDC does not recommend that N95 respirators be used by individuals at this time, other than healthcare workers with direct exposure to patients; however, employees may choose to wear these. When respirators are used voluntarily in the workplace, OSHA requires that an Appendix D form with information about respirator use be signed by that individual. This form is located in Appendix D of this plan.

MDH has provided a chart of [PPE for direct services when provided by employees](#). It is in Appendix B. Staff will be educated on this.

If the district is issuing N95's for use, they should try to have Appendix D, Voluntary User forms, on file (currently BMS is not issuing N95s as they are not indicated in the MDH guidance.

Protecting Those at Higher Risk

BMS will accommodate the needs of students and staff who are at higher risk of serious illness from COVID-19. This includes honoring requests of parents who may elect to continue distance learning due to an underlying medical condition of the student or others in their home.

[FFCRA Leave Policy for Staff](#)

Required: Create a process for students, staff and families to self-identify as high risk for illness – Have a plan in place to address request for alternate learning arrangements and work reassignments
Required: Evaluate all current IEPs to accommodate for needs

MDH Requires:

Create a process for students, families and staff to self-identify as high risk for illness due to COVID-19 and to have a plan in place for alternative learning arrangements and work reassignments

Evaluate IHPs, IEPs and 504 plans and to plan to accommodate needs

Offer distance learning to enrolled students who may be medically vulnerable or otherwise unwilling to return to in-person or hybrid learning

Consider using a paper or email survey to reach families to gather this information before the school year starts

Facilities

Physical Barriers

BMS has installed barriers on the counter in front of the administrative workstation in the office.

- A new window has been installed so that parents need not enter the security door-it has a built in speaking port and a passthrough door at the bottom. This will provide a barrier, yet allow for communication and the touch free passing of items if needed.

Beyond that, with the mask policy, it was decided that barriers were not necessary.

There is a non-contact dropbox for papers, lunch money, etc. to be deposited into the District Office.

District is recommended to install clear, physical barriers on administration desks-consider fire code when selecting options: <https://dps.mn.gov/divisions/sfm/Documents/Partitions-for-COVID.pdf>

Gatherings and Visitors

To comply with current public health orders, BMS will be limiting non-essential building visitors. It is also encouraged that student drop-off and pick-up occur outside the building, rather than inside. People will be allowed access to the building exclusively on the basis of need. Again, the only real exception will be for our youngest students that struggle with separation-that was addressed earlier in this plan.

Large group gatherings will occur virtually while this plan is in effect. No large scale gatherings will be allowed.

CDC and MDH guidance documents recommended limiting visitors and having pickups/drop-offs occur outside. Required by MDH school document that non-essential visitors are restricted.

Water and Ventilation Systems

Since the building has been mostly unoccupied for a period of time. BMS will follow MDH recommendations prior to opening the building.

CDC Guidance: <https://www.cdc.gov/coronavirus/2019-ncov/php/building-water-system.html>

Ventilation systems will be assessed to determine they are operating properly. Dampers are opened to bring in as much outdoor air as possible-BMS runs 100% outside air. If portable ventilation equipment, such as fans are used, precautions must be taken to limit the air from blowing from one person directly to another to reduce the potential spread of airborne or aerosolized viruses. HVAC blowers will be set to run all day during the school day to keep air flowing.

A box fan has been provided for each classroom with casement windows so that it may be put in windows, but they must be pointed to ensure that the air is blowing **out** the window.

Hallways

Floor markings made of non-skid materials will be placed six feet apart in areas that may see congestion, such as outside of restrooms, at communal sinks, and in offices.

With our current plans for the entrances, arrow indicators of foot traffic direction will be placed in the main building and will be set in a counter clockwise direction for traffic flow. The Erdkinder hallways will have arrows going in 2 directions.

Customize this list. Maybe your district will have one-way hallways? Maybe they will have specific areas that will be congested and markings will be helpful? Markings are recommended in the MDH document.

Offices

Floor markings, made of non-skid materials, may be placed six feet apart in reception and waiting areas on floors and/or seats to minimize congestion. Parents will be vetted in the entrance.

The copy room should not exceed 2 people at any time, one by the copy machine and one by the mailboxes.

Floor markings are required for S1 and S2.

Space Considerations

Playgrounds

SCENARIO 1 & 2

Playgrounds will remain open and will be cleaned daily, per CDC guidelines. This includes cleaning high touch surfaces (swing chains, slides, and grab handles). Cleaning will take place during fair weather, as it is not possible during the colder weather due to freezing. See [playground guidance](#).

Students will be directed to wash hands/sanitize before and after playground use. The back play areas are split into 3 pod areas:

- The playground and patio outside the library
- The track and infield
- The fire lane north of the track (by basketball hoops) and the adjacent green space (gaga pit closed)

Playground usage will occur as a class to keep groups as static as possible. Therefore, there will be fewer students on the playground at a time and the groups will not intermingle with other classes. Other spaces will be used like the berm, the area outside the E1 space, and other green spaces like the fenced area adjacent to the Cotter fields. Classes are developing revolving schedules to remain in their pods for outdoor activities. They may also choose an alternative “recess time”. Example-during morning work time, they have been encouraged to take a recess then as opposed to the traditional pre/post lunch format. More work to be done here.

Current CDC guidelines state that: playground groups should remain static, students should wash hands before and after playing, and that they do not recommend disinfection of playground surfaces, only basic cleaning. Your district will need to think if they will close to the public, close the playground altogether, or if classes will play alone, as to not intermingle groups.

Computer Lab

SCENARIO 1 & 2

Handwashing before and after, or hand sanitizer on the way in and out if handwashing is deemed too challenging.

E1 classes will currently be scheduled to utilize the computer lab as long as every other station offers enough spacing and devices to maintain six feet of social distancing.

E2 will have enough in their classrooms to work with (not 1-1 however) and Erdkinder is 1-1. Kindergarten and Pre-K may go in there on rainy days to do Go Noodle or other large screen opportunities as long as spacing requirements are met.

Keyboards and plastic seats will be wiped down with disinfectant wipes or paper towels sprayed with disinfectant spray and allowed the proper dwell time by the teacher/assistant responsible for the group.

If keeping a computer lab in use, consider how and who will clean the lab.

Library

SCENARIO 1 & 2

Library books will be pre-selected for elementary students and taken to classrooms by the librarian. She will engage them in story time. If she chooses to take a large selection of books, then they will be single student use and not reshelfed for at least 24 hours.

Classroom teachers will be able to check out books, but students will not be able to at the onset of the year. This will be reviewed as we move forward.

The Title I reading teacher will have the ability to use the library for her “word work” with grade 1 students as long as they remain in their pods.

Rather than having all students in the library, touching numerous books, perhaps they are pre-picked, or maybe electronic? If they are going to use library books, recommend that the books sit for 24-72 hours prior to wiping the outside and shelving.

Technology

School infrastructure was upgraded over the summer with new and upgraded Access Points and switches to create one strong network. Teachers have new laptops as well. Working to get auto VPNs on them, as well as Microsoft products.

SCENARIO 1

Each Erdkinder student will have their own chrome book, which will eliminate the need for sharing. When they are distributed, parents/guardians/students will receive bottles of solution for cleaning.

E2 will have a set of 10-12 chromebooks for each classroom. E1 will use the computer lab.

The copy area for staff will remain open and in-use. Those using the machine will be provided an alcohol wipe to clean when done. A poster reminding employees of the need to clean after each use will be posted. There should be 2 or less people in the copy room at a time.

SCENARIO 2 & 3

75 additional Chromebooks were purchased to ensure that we have enough to pass out and yet maintain enough for the computer lab for screening and classwork, plus extras for the essential care children.

All outgoing tech requires a usage agreement to be signed and on file. The family/device tag will be recorded on a spreadsheet. That sheet will be used as a tracker and a submission for supplemental device insurance.

Roughly 20 old laptops will be converted into Chromebook operating systems as well. They may be donated to families on our FRP list.

Gymnasium

SCENARIO 1 & 2

Gym classes will be done outside when weather permits. When gym equipment is used, it will be placed in a “dirty” bin, located in the gym, and the teacher will sanitize them with the appropriate spray (current choice is 45 second dwell time) between uses.

Classrooms

SCENARIO 1

Classrooms will be limited to essential teaching tools. Limiting the number of personal items in the classroom will lighten the cleaning load of the custodial staff. During this time, rugs and all other non-standard furniture, especially cloth covered furniture (couches, chairs, bean bag chairs, etc.) will not be allowed in the classroom as they present cleaning challenges. Unfortunately in this environment that means that dressing frames, sewing, food work, and others will have to be halted. The white floor rugs will be replaced by large, white laminated papers for easy cleaning.

In our materials based curriculum, it is not conceivable that we reduce the amount of objects by more than 20%. That said, the elementary classrooms are creating “quarantine shelves”. When a student has completed a work cycle with materials, they place that material on one of the quarantine shelves to be sanitized by an adult. After designated dwell time, the adult may put the materials back where they came from.

Students will have designated spaces, which may or may not include space on the floor right next to their table space (elementary). In this scenario, the 6’ of spacing is the goal, but not a requirement.

During normal times, most materials like pencils, markers, scissors, etc have been community items. This year each student will have their own, and a bin that they can take to art with them so nobody is sharing those supplies.

Our capacity audit is available upon request.

If your rooms are several different sizes, it may be helpful to use the separate excel room calculator. If they are similar, like they were for this building, maybe you can generalize. We found that most rooms were the same space and fit desks in a 4 x 4 pattern. Remember to consider only usable floor space and not square footage. That would not account for radiators, cubbies, counters, etc. It is important to know these numbers because this will affect how many groups of classes you will actually need to have. One district calculated square footage minus 400 (teacher and cabinets) and divided by 36 to equal the number of students.

SCENARIO 2

Classrooms will be limited to essential teaching tools. Limiting the number of personal items in the classroom will lighten the cleaning load of the custodial staff. During this time, rugs and all other non-standard furniture, especially cloth covered furniture (couches, chairs, bean bag chairs, etc.) will not be allowed in the classroom as they present cleaning challenges. Unfortunately in this environment that means that dressing frames, sewing, food work, and others will have to be halted. The white floor rugs will be replaced by large, white laminated papers for easy cleaning.

In our materials based curriculum, it is not conceivable that we reduce the amount of objects by more than 20%. That said, the elementary classrooms are creating “quarantine shelves”. When a student has completed a work cycle with materials, they place that material on one of the quarantine shelves to be sanitized by an adult. After designated dwell time, the adult may put the materials back where they came from.

Students will have designated spaces, which may or may not include space on the floor right next to their table space. In this scenario the 6’ spacing is an absolute requirement.

Our capacity audit is available upon request.

Initial items to decrease the cleaning load. Remove hard to clean objects like rugs, couches, chairs, etc. The wording above is for a district that is banning all non-essential items, which is recommended by MDH.

If your rooms are several different sizes, it may be helpful to use the separate excel room calculator. If they are similar, like they were for this building, maybe you can generalize. We found that most rooms were the same space and fit desks in a 4 x 4 pattern. Remember to consider only usable floor space and not square footage. That would not account for radiators, cubbies, counters, etc. It is important to know these numbers because this will affect how many groups of classes you will actually need to have. One district calculated square footage minus 400 (teacher and cabinets) and divided by 36 to equal the number of students.

Drinking Fountains

Drinking fountains will be turned off at this time. Bottle fillers will remain in use and will be added to the high-touch cleaning audit for custodial staff.

All other faucets will be and water sources that are designated as suitable for drinking will be flushed as in all years to clear out any stagnant water.

Students may bring clearly labeled water bottles to refill. Staff may also elect to have disposable cups out for those that don’t have a water bottle. Disposable cups are single use.

Cafeteria

Districts are required to distribute an Application for Educational Benefits form to all households to complete. The issued form is used to determine meal eligibility. Some families received no cost meals since March, when the District was using a distance learning model. Families are reminded that the District needs to revert to National School Lunch Program regulations and collect forms in order to receive benefits, when eligible. The Districts meal charge policy will be followed in the 2020-2021 school year.

SCENARIO 1 – IN PERSON LEARNING & SCENARIO 2 – HYBRID LEARNING

At this time, the cafeteria will be used only for dining by the Children's House students as they are too messy to eat in the classrooms. Other elementary students will eat in their classrooms in 2 shifts. Erdkinder will eat in their normal space, but at 2 per table instead of 4 with a barrier between them.

The buffet/milk cooler and any/all self-services will not be permitted. Assuming a demand for the students that opt out of onsite and into distance learning, a cooler will be provided in the office, and lunches will be distributed by office staff.

Snacks will be pre-packaged by food service and served in the classrooms.

Breakfast and lunch will be taken to the student locations.

Teachers may choose to have all eat outside in the grass as well.

Spacing must be done carefully here, as masks will be removed for eating.

If USDA continues the summer food service where all under 18 eat for free, food will be distributed by a staff person in the foyer or office as needed and as staff allows.

Consider if the cafeteria will be used, where breakfast and lunch will be served and how, and consider students with allergies. This district already regularly did breakfast in the rooms and does not find adding lunch to be a challenge. Also, districts have been packing food for kids all spring. Maybe they are getting good at it!

Required that self-service food and beverage is discontinued – Meals, snacks and beverages served must be individually packaged wherever possible. If not possible, must be served directly to students.

During S3 – Required to implement home delivery, curbside pickup, bus stop pickup or other methods.

SCENARIO 3 – DISTANCE LEARNING

All breakfast and lunches will be placed in the buffet bar out in the foyer, just like in the spring. Families will be given a window within which to come and pick up their food each day. The meals will be taken outside by staff and place on a picnic table, allowing for touch - free transactions.

Food service director will have additional staff assigned.

If families cannot come to get their food, we will have to deliver it to them with assistants, paras, or other staff members.

Nurse's Room/Isolation Areas

The building will utilize the nurse office, should a student or staff member need to be isolated until they can leave the building if they are showing symptoms of COVID-19. Backup spaces are the conference room or admin offices.

Nurse room - general:

- All health staff (office staff) are encouraged to wear clothing that is easily laundered, and should have at least one extra set of clothes onsite.
- Lunch coverage will be minimal
 - Find a time during the day when the health office can be “closed” except for emergencies
 - Office staff can help with minor issues in the main office (elementary) but should not enter the health office to provide care
- Parent(s)/guardian(s) will NOT be able to come to the health office to pick students up. They will be escorted to the entrance.
 - Parents that are ill or have any signs of symptoms will not be allowed in the building. Students will be sent out through the main doors.
- Minor injuries should be assessed and cared for outside of the main cot area (in the main office, in the hallway, in the classroom, etc.) whenever possible.
- All non-illness visits should be handled outside of the nurse room/ *isolation room* (lotion, vaseline, bandaids, menstrual supplies, eyeglass repair, e).
- No naps will be taken in the health offices.
- Mental health concerns must be cared for outside of the main health office or referred to the counseling or social worker's office.
 - Meet them at the door
 - Check in with them in the hallway
 - Check in with them in the main office
- No behavior concerns will be handled in the health office.
- Teachers/staff may contact the health office prior to sending any student to the health office that is not ill.
 - Teachers will be given bandaids at beginning of the year to use in their classroom
 - We will encourage teachers to refrain from sending students for lotion, vaseline and anything that is not necessary.

The CDC guidelines state to isolate and transport those who are sick: immediately separate staff and children with COVID-19 symptoms at school. Individuals who are sick should go home or to a healthcare facility depending on how severe their symptoms are and follow CDC guidance for caring for oneself and others who are sick. Work with school administrators, nurses, and other healthcare providers to identify an isolation room or area to separate anyone who has COVID-19 symptoms or tests positive but does not have 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.

Arrival and Dismissal

SCENARIO 1 & 2

Arrival:

Arrival and pick up are in the parking lot-do NOT drive down the fire lane. If you don't want to navigate the parking lot, you are welcome to drop kids off at the sidewalk by Dee's (assuming they are old enough to manage this and show them to walk to the school sidewalk, and to the school. You may park on Gilmore Ave and walk them also. Please stay on the sidewalk.

Students may begin to arrive at 7:15. They will be screened and will go directly to their classrooms (in years past they would congregate in the gym until 7:40). All should be present by 7:45. Teachers will be in classrooms ready to receive students. Assistants and paras will be outside to greet students and direct them to the appropriate entrance as we are beginning with 3 separate entrances.

There will be screening stations at three entrances according to the location of the students' classroom:

- all staff, CH, and E1B/E1C will enter the front main entrance,
- all E2 and E1A will enter the glass hallway door between the buildings from the firelane,
- Erdkinder will enter their space from the fire lane entrance nearest the storage rooms on the northeast side of their building.

This will create a counter clockwise flow to the main building. No other entrances will be open. Young children with separation issues may be allowed to enter through exterior classroom doors on a case by case basis as determined by student need.

Monitors will observe the flow of students for distancing.

Dismissal:

Bus students will leave first by 2:10 and have designated areas to wait in. The parking lot sidewalk (with the yellow line) will be divided with painted lines to form boundaries for each bus group. All student bus groups will be expected to remain with each other until boarding the bus.

Students to be picked up by parents will exit at 2:15. Parents that pick up children are asked not to come until 2:20 to allow bus students to be transported. The designated area for the pick up students to wait in their classroom pods will be large painted sections on the fire lane, spanning from the crosswalk toward the large walk in freezer. Masks will remain on.

Children's House students will exit the front door and proceed to the peace circle.

E1A and all E2 will exit their exterior classroom doors to the fire lane. E1B and E1C will exit their hallway doors to the right, pass the library, and proceed to exit the glass hallway door toward the fire lane. All E1 and E2 students will remain with their classroom pods and proceed to designated areas.

Erdkinder will exit the rotunda doors and proceed through the children's house playground and under the extended roof near the bike rack.

Staff will monitor the arrival and dismissal times to curtail congregating and ensure students go straight from vehicles to classrooms and vice versa.

SCENARIO 2&3 (Essential worker childcare students)

Arrival:

In a hybrid, the essential worker students will be in the Erdkinder room as all other classrooms will be in use. They will walk down the fire lane and enter through the glass hallway door between the buildings to be screened. They will then proceed to the Erdkinder classroom.

**If elementary students have to move to a hybrid, that forces Erdkinder to shift to distance learning as we have been directed to provide essential worker child care and will need the Erdkinder space. Therefore, we will automatically shift from MN Safe learning option 2 to 4.*

In full distance learning, the core room may remain in Erdkinder. That will depend on the need/amount of students. In the case of full distance learning the essential worker child care students will enter the front door for check in and follow the arrows back.

Dismissal:

Same as Scenario 1 & 2 section, with the exception of the essential worker child care students. As they will be in their own pods, dismissal will depend on the time of exit. If the student(s) is leaving at the bus and parent pick up time, they will exit the northeast exit and proceed down the fire lane to their designated area. If they will be onsite past that time, then they will follow the arrows to the office entrance/exit.

Transportation

WAPS provides bussing.

Child Care

Executive Order 20-82 indicates that school districts and charter schools that operate a hybrid or distance learning model must provide eligible school-aged children with childcare during school hours in which they are not receiving instruction in the school building.

The school-age care is defined as children age 12 and under who are children of critical workers in the Tier I list of critical workers. Tier I workers include:

- Healthcare and public health workers
- Law enforcement, public safety and first responders
- Food and agriculture workers
- Judicial Branch (essential services) workers
- National Guard (if activated under a Governor Executive Order)

- Educators and school staff providing in-person instruction or caring for children of critical workers
- Child care and school-age care providers

SCENARIO 2

If we have to move elementary to a hybrid, then Erdkinder will be forced into a hybrid. The Essential worker child care will have to take their classroom space. State guidance says that this is for emergency only-so tier 1 workers with nobody at home meaning both parents must be Tier 1 workers to qualify for free child care.

If and only if space and staff allow, we may charge fees in line with our other fee structures for families to attend.

BMS will work to set a schedule based on last year's plan, including staffing. We may have to hire temporary workers to cover this as all other staff will still be busy with their kids. Perhaps we can split SPED students in a way that allows a rotation of paras to cover the essential worker child care, but then we will still need help for food service. E1 and E2 assistants may split their days, working with their teachers in the Montessori work blocks, then in Child Care for the other half of the day.

Survey results will allow us to identify all in need. Anyone not replying to the survey after a week will be contacted directly.

SCENARIO 3

BMS will use paras and assistants to populate the child care for Tier 1 workers at no charge. State guidance says that this is for emergency only-so tier 1 workers with nobody at home meaning both parents must be Tier 1 workers to qualify for free child care.

If and only if space and staff allow, we may charge fees in line with our other fee structures for families to attend.

Will you offer care to those outside the Tier I category? If so, you are allowed to charge for these services. Priority should be given to underserved families in your community.

Scheduling

SCENARIO 1

Classes will take place with all students present, allowing for better spacing of students.

SCENARIO 2 – HYBRID LEARNING

To comply with MDH and CDC Guidelines, ST##PDistrict will need to adopt a hybrid scheduling model.

This will include students being split into two groups, A & B. Group A will be onsite on Monday and Tuesday and offsite Wednesday, Thursday, and Friday. Group B will be offsite M, T, and W and then onsite Th and F. This will provide teachers with one prep day per week (Wednesdays) and custodial staff one extra day for cleaning. On Wednesdays during a hybrid, the teachers may work from home.

This is a CDC and MDH recommendation to minimize the rooms that need to be cleaned.

Band: Class sizes will be limited to maintain social distancing.

Art: After art supplies are used, students will be responsible for disinfecting touched surfaces using wipes within the classroom. Students will have individual supply totes in their gen ed classrooms. These can also be taken to art for use so there are not general supplies of scissors, pencils, etc required.

Think about the more “active” high school classes and customize the district’s plans here. There is information stating that the respiratory droplets spread more while singing or playing an instrument. This district opted to spread students 8 feet apart in the music room for precaution sake. This 8-foot number is not derived from anywhere specific.

SCENARIO 3 – DISTANCE LEARNING

Distance learning will occur. Each level has prepared their lesson times as a team, so they are aligned.

Community Education

The YMCA will be providing after school care. They have been directed not to bring students from other sites to Bluffview. The cap was set at 30 in total.

SCENARIO 1 – IN PERSON LEARNING

YMCA provides after school care

SCENARIO 2 – HYBRID LEARNING

YMCA provides after school care

SCENARIO 3 – DISTANCE LEARNING

Essential worker teams will provide all care, but hours may be reduced

Indoor meetings or events held by other outside organizations in school facilities have to follow the seating entertainment and meeting venue guidance and have a preparedness plan – Occupancy limits are 25%, not to exceed 250.

Special Education

SCENARIO 1 – IN PERSON LEARNING

Following the IEP.

SCENARIO 2 – HYBRID LEARNING

All IEPs are required to have a contingency plan for hybrid. If deemed necessary for individual students, they may attend more than their hybrid group peers to meet the goals within their IEPs.

SCENARIO 3 – DISTANCE LEARNING

All IEPs are required to have a contingency plan for distance learning. No direct instruction services may be engaged in either at school or in the home by school personnel.

Facility Cleaning Methods and Considerations

Cleaning Considerations

BMS has prepared in-depth cleaning practices to prevent the exposure of COVID-19.

Key elements include:

- Staff will utilize spray bottles of soap and water to wash away any biomass before sanitizing.
- Staff will utilize “TB Disinfectant Cleaner Ready To Use”, which is an approved **disinfectant for NON-food surfaces** by EPA. Registration number 1839-83-1677.
 - The dwell time of the product is 45 seconds.
 - The SDS states that no special PPE is required for eye, hand, skin, or respiratory.
 - The SDS is available to staff in all classrooms. Andy/Carly will refill weekly.
 - The containers are pre-labeled with GHS compliant labels.
 - Staff have received training on good cleaning practices and Employee Right-to-Know. Records are located in the school office...all staff training was done by Ecolab rep during inservice week.
- Staff will utilize Smartpower Sink & Surface Cleaner Sanitizer, which is an approved **sanitizer for Food Safe Surfaces**.
 - The dwell time of the product is 45 seconds.
 - The SDS states that the PPE is required and includes standard gloves and eye protection.
 - The SDS is available to staff in all classrooms.
 - The containers are pre-labeled with GHS compliant labels.
 - Staff have received training on good cleaning practices and Employee Right-to-Know. Records are located in the school office.
 - Proper ventilation-do not spray near the children.

Sanitizers and disinfectants will be placed up and out of child reach at all times.

When technology items are needing to be cleaned, alcohol wipes or paper towels sprayed with disinfectant will be utilized to prevent damage to the equipment.

A visual cue will be present on each door to note whether rooms were used/dirty or not used/clean. Custodial staff will change the door hangers to “clean” once the room has been cleaned for the day.

*Note: Disinfecting wipes are less effective than disinfectant sprayed on paper towels due to a dwell time of 4 minutes vs. 45 seconds. Students may use the prepackaged wipes, but not the sprays.

The following are EPA lists effective against COVID-19:

- **EPA List -**

<https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2>

- **Center for Biocide Chemistries List -**

<https://www.americanchemistry.com/Novel-Coronavirus-Fighting-Products-List.pdf>

- ***Bleach Solution: 5 Tablespoons (1/3 cup) bleach per gallon of water OR 4 teaspoons bleach per quart of water; ensure containers are labeled appropriately - Masking tape and "bleach solution" is not sufficient. Solution needs to be replaced every 24 hours – Not effective after that time***
- ***Alcohol solutions greater than 70% alcohol***

Routine Cleaning

MDH and CDC recommend routine cleaning and disinfection occur to assist in prevention of the virus spread. BMS accomplishes this through routine cleaning of high touch points as listed below, per CDC guidelines.

Internal custodial staff who complete routine cleaning follow these recommendations:

1. Cleaning staff will review SDS>Wear chemical-resistant gloves and safety glasses or goggles
2. If the surface is visibly dirty, clean using soap & water
3. Disinfect surfaces using disinfectant provided and paper towels and or disposable scrub pads. The product needs to remain wet on the surface for the designated amount of dwell time.
4. Use a garbage bag for your waste. When full, place garbage in the dumpster.
5. Remove gloves, then wash hands thoroughly with warm water and soap for at least 20 seconds.

Customized cleaning schedules will be posted in all environments. Staff is responsible for the schedules and cleaning. ORC will continue, but move back to 3:30-6:30 so they can follow up on the Y/after care.

These are the processes outlined by the CDC.

Customize the high-touch audit below with specific information on your client's spaces after you determine which spaces they will be using. For example, if they are going to leave their library open, you would need to include that. However, if they are shutting their computer lab down, you can remove that. This is the specific plan that custodial staff that will need to be trained on and gives them specific expectations.

SPACE	How Often to Clean & Disinfect	When to Clean & Disinfect	Who is Responsible
COMMON AREAS			
Main Entrance/Vestibule Door Handles and Electronic Door Assist Buttons	3 times/day		
Main Office Door Handles			
Bottle Fillers			
Check-in Counters/Front Office Counters			
Handrails			
Elevator Buttons			
Vending Machine Buttons, cash input/output surfaces, pickup slot door			
Tables/Chairs in HS Commons Area			
MAIN OFFICE & DISTRICT OFFICE & TEACHERS LOUNGE			
Door Handles/Inside Outside	1 time/day		
Conference Room Tables			
Desks			
Chairs - Armrests, Grip areas			
Phones and Computers			
Break Room: Tables, Chairs, Appliance Handles & Doors, Cabinet Pulls & Doors *Removing all other shared condiments			
GENERAL CLASSROOM			
Door Handles *Identify all touch points during open/closing	1 time/day		
Door Frames			
Light Switches			
Tabletops			
Desks			
Chairs (Include hand grip locations)			
Cabinet Handles/Pulls and Front of Doors			
Sink Faucets and Front Edge of Sink			
SPACE	How Often to Clean & Disinfect	When to Clean & Disinfect	Who is Responsible
BATHROOMS			
Cold/Hot Water Faucets and Front of Sinks	3 times/day		
Toiler Flusher			
Toilet/Toilet Bowl			
Push Locations Inside/Outside Stall Doors			
Mirrors			
Soap Dispensers			

Handle/Push Spot on Main Door Inside/Outside			
Accessible Grab Bars			
Cabinet Handles/Pulls and Front of Doors			
Baby Changing Stations			
Hand Dryers/Paper Towel Dispenser			
COMPUTER LAB			
Entrance Door Handles (Inside/Outside)	5 times/day		
Computer Keyboards Covers & Mouse			
Counters/Tables			
Chairs (Hand Grip Locations)			
PLAYGROUNDS			
Swing Chains	1 time/day		
Slides			
Overhead Bars			
Grab Handles			
GYMNASIUM			
Entrance Door Handle	1 time/day		
Shared Equipment/Used Equipment Bin			

Cleaning with Suspected or Confirmed Case of COVID-19

MDH and CDC recommend additional cleaning measures take place should there be a known or suspected COVID-19 case within the building. Cleaning occurs in all locations where that person was present. The CDC recommends proceeding with regular cleaning if you receive this information seven days or more since the person has been in the building.

Custodial staff will complete the cleaning sequence below if there is a suspected or confirmed case:

1. Vacate the area. Leave windows open for circulation, if feasible.
2. Allow the space to ventilate for at least 24 hours or more, if feasible, before cleaning
3. Wear chemical-resistant gloves, clothing coverings, and safety glasses or goggles
4. If the surface is visibly dirty, clean using soap & water
5. Disinfect surfaces using disinfectant provided and paper towels and/or disposable scrub pads. The product needs to remain wet on the surface for the designated amount of time.
6. Use a garbage bag for your waste. When full, place garbage in the dumpster.
7. Remove gloves and then wash hands thoroughly with warm water and soap for at least 20 seconds. Clothing coverings should be removed immediately after cleaning/disinfecting and placed in an airtight plastic bag; these items can be laundered later.

These are the processes outlined by the CDC.

Special Cleaning Considerations

Didactic learning materials

During this time, materials in classrooms that cannot be cleaned and sanitized will not be used.

After materials are used, they are placed on a quarantine shelf and wiped down by classroom staff with soap and water, sanitizing wipes, or EPA approved spray on a rag.

These are the processes outlined by the CDC, if you are going to put the disinfectant in the dishwasher, make sure it is appropriate for the dishwasher.

Porous Surfaces

During this time, unnecessary rugs and other porous objects have been removed from classrooms. Other porous surfaces may include: chairs, furniture, rugs, linens, clothing, etc. If porous surfaces do need to be cleaned, the following steps will be followed:

- Handle laundry wearing gloves
- Transport laundry in disposable garbage bags when possible OR clean and disinfect the method of transportation
- Do not shake laundry out
- Wash on hottest water setting with regular detergent
- Dry thoroughly

These are the CDC guidelines.

Transportation

Vehicles and busses used to transport staff and students need to be cleaned after every trip. The district's cleaning method will be used. Bus drivers will receive training on proper cleaning practices and will be provided with cleaning supplies and PPE.

Handling Suspected or Confirmed Cases

BMS will proceed as follows with suspected or confirmed cases:

- The person will be separated and held in the designated isolation area until they are able to be picked up by a parent or guardian
- While waiting they will be under visual supervision of a staff member
- The staff member and person waiting will be requested to wear face masks, unless either person is unconscious, has trouble breathing or is incapacitated
- Cleaning steps outlined in the cleaning section will be followed, ensuring that communal spaces such as restrooms and copy rooms the person used are included
- MDH will be notified of confirmed COVID-19 cases of students or staff. It will be reported by emailing health.schoolcc.followup@state.mn.us.

MDH Exclusion guidelines:

[Decision Tree doc link](#)

Please note these details about the decision tree (also in Appendix B):

Top 3 lines state what are the common symptoms and who this applies to:

- **More common symptoms (Just 1 equals exclusion)**
 - Fever of 100.4F or greater (the one/only exclusion for fever Covid exclusion)
 - New onset or worsening cough, difficulty breathing
 - New loss of taste of smell
- **Less common symptoms (2 or more)**
 - Sore throat
 - Nausea
 - Vomit
 - Diarrhea
 - Chills
 - Muscle pain (significant pain, not simple ache from exertion)
 - Fatigue-excessive
 - New onset of severe headache
 - New onset of nasal congestion or runny nose

Decision Tree Flow Chart above

Top green path flow: One “less common” symptom:

- either well enough to attend or remain in school, or
- send home and consider an evaluation. Follow the arrows right:
 - 1 “less common symptom” the individual may return after being symptom free for 24 hours or with an alternative diagnosis (ie-allergies) by a physician (we will require a doctor's note).

Middle blue path flow: People with one “more common” or at least 2 “less common” symptoms must remain home or are sent home. Siblings and household members are sent home also.

Then:

- Individual is evaluated by a physician
 - Negative test and / or alternative diagnosis = return to school
 - Positive covid test = isolation at home for 10 days from the beginning date of the symptoms AND 24 hours without symptoms (no tylenol, etc to reduce fevers)
 - Siblings / household members remain at home for 14 days in quarantine (incubation period is 2-14 days)

OR

- Individual is NOT seen by a physician
 - Isolation at home for 10 days from the beginning date of the symptoms AND 24 hours without symptoms (no tylenol, etc to reduce fevers)
 - Siblings / household members remain at home for 14 days in quarantine (incubation period is 2-14 days)

Bottom path flow:

- Close contact definition: a person within 6 feet for 15 minutes or more.
 - 14 day quarantine
 - Test after 5-7 days after contact with positive case
 - Even with negative test, 14 day quarantine is in effect
 - If symptoms develop-isolation for 10 days
 - Household contacts quarantine for 14 days

Additional notes

Quarantine = 14 days due to possible exposure while awaiting test results and symptoms to appear as the incubation period is 2-14 days

Isolation = 10 days from onset of symptoms AND symptom free for 24 hours.

New onset: not something that is experienced on a regular basis or is associated with a pre-existing condition.

Pre-existing conditions are a sickness or disorder for which someone was treated, received medical advice, or had taken medication within 12 months for like seasonal allergies.

Close Contact: Close contacts are within 6 feet for at least 15 minutes of someone who is infected. *(mask or no mask, shield, other ---makes no difference)*

- Anyone in the same household is included in this.
- All people must stay home from all activities for 14 days since the last contact
 - Even with a negative test, must complete the 14 days of quarantine.
 - You cannot test out of being a close contact or quarantine...must follow the timelines

Had Covid already: people who have had a lab confirmed case of COVID in the last 90 days do not need to be quarantined if they are exposed or have a close contact.

- If more than 90 days, then quarantine.

Contact tracing:

When a person has a positive Covid 19 test, MDH, Local Health will reach out and find out who they were in contact with. They will gather information.

The district will contact parents or guardians of the student to transport an ill student home. If medical care is needed, 911 will be called.

Anticipated Situations

While in in-person learning for all students, it is assumed that minimal to moderate community spread is occurring, but the impact on the school community in terms of confirmed cases among students and staff is relatively small. If single, standalone confirmed cases occur while in this model, it is possible that the affected classroom(s)/space(s) may be temporarily shifted to distance learning, rather than the entire school.

If multiple cases are identified, but can be linked to a specific classroom or activity and close contacts can be identified quickly. Temporary distance learning may be implemented for the affected.

While in hybrid learning, it is assumed that moderate to substantial community spread is occurring. If the number of students and school staff who are absent or who are sent home with influenza or COVID-19 type symptoms reaches 5% of the total number of students and staff in a school within a single week, the transition to a distance learning model may take place.

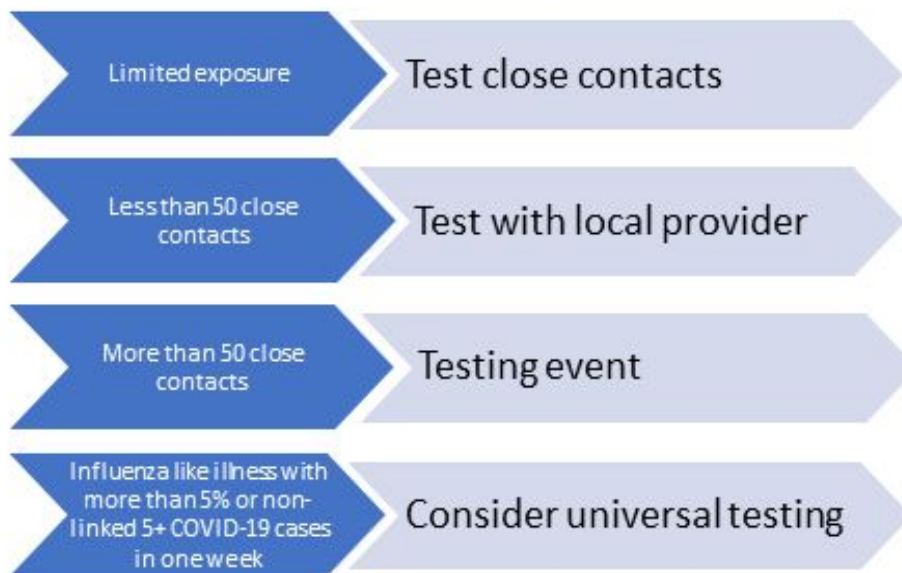
The distance learning model may be considered for short periods of time if confirmed cases are identified, but contact tracing and notification of close contacts in school settings cannot be completed within 24 to 36 hours.

Testing

Testing may be necessary depending on situations that may arise. MDH has provided guidance on the situations that may arise and need to involve testing below.

- Testing of close contacts should not occur until a person becomes symptomatic or at least 5 to 7 days has passed since their last exposure to the confirmed case to guard against a false negative test result.
- Even when a person who has been in close contact with someone with a positive COVID-19 test result, they must remain in quarantine for a full 14 days, since some people develop the infection at the end of the incubation period.
- If a known exposure occurs in a classroom, close contacts will be quarantined at home for 14 days.
- Routine, universal testing is not recommended in schools and is not recommended to be used as an entry or enrollment tool for staff, students or families.
- Should testing be needed for staff and students, the State of Minnesota will assist by providing at-home tests to staff and students utilizing a courier service to transport samples to the laboratory.
- Close contact is defined as someone who was within 6 feet of an infected person for at least 15 minutes starting 48 hours before illness onset until the time the person is isolated.
- Testing events will be considered if more than 50 close contacts are identified. The Regional Support Team will execute the event and will occur 5-7 days after the known exposure.
- Universal testing could be recommended if substantial or ongoing transmission is occurring. Substantial transmission is defined as a threshold of 5% of total attendees having influenza-like illness or there are five or more non-linked laboratory confirmed cases in a single week.

The following table has been provided to assist with determining the testing type.



Appendix A

Posters

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



Stay at least 6 feet
(about 2 arms' length)
from other people.



Cover your cough or sneeze with a
tissue, then throw the tissue in the
trash and wash your hands.



When in public, wear a
cloth face covering over
your nose and mouth.



Do not touch your
eyes, nose, and mouth.



Clean and disinfect
frequently touched
objects and surfaces.



Stay home when you are sick,
except to get medical care.



Wash your hands often with soap
and water for at least 20 seconds.



[cdc.gov/coronavirus](https://www.cdc.gov/coronavirus)

316917-A May 13, 2020 11:00 AM



Hands
that look
clean can still
have icky
germs!

Wash YOUR HANDS!



This material was developed by CDC. The Life is Better with Clean Hands campaign is made possible by a partnership between the CDC Foundation, GOJO, and Staples. HHS/CDC does not endorse commercial products, services, or companies.



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



STAY HOME IF YOU'RE SICK

If you're sick, stay home, rest, and remember to:



Cover your coughs and sneezes with a tissue or your sleeve.



Wash your hands often with soap and water.



Clean frequently touched surfaces and objects (for example, TV remotes and computers).



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention



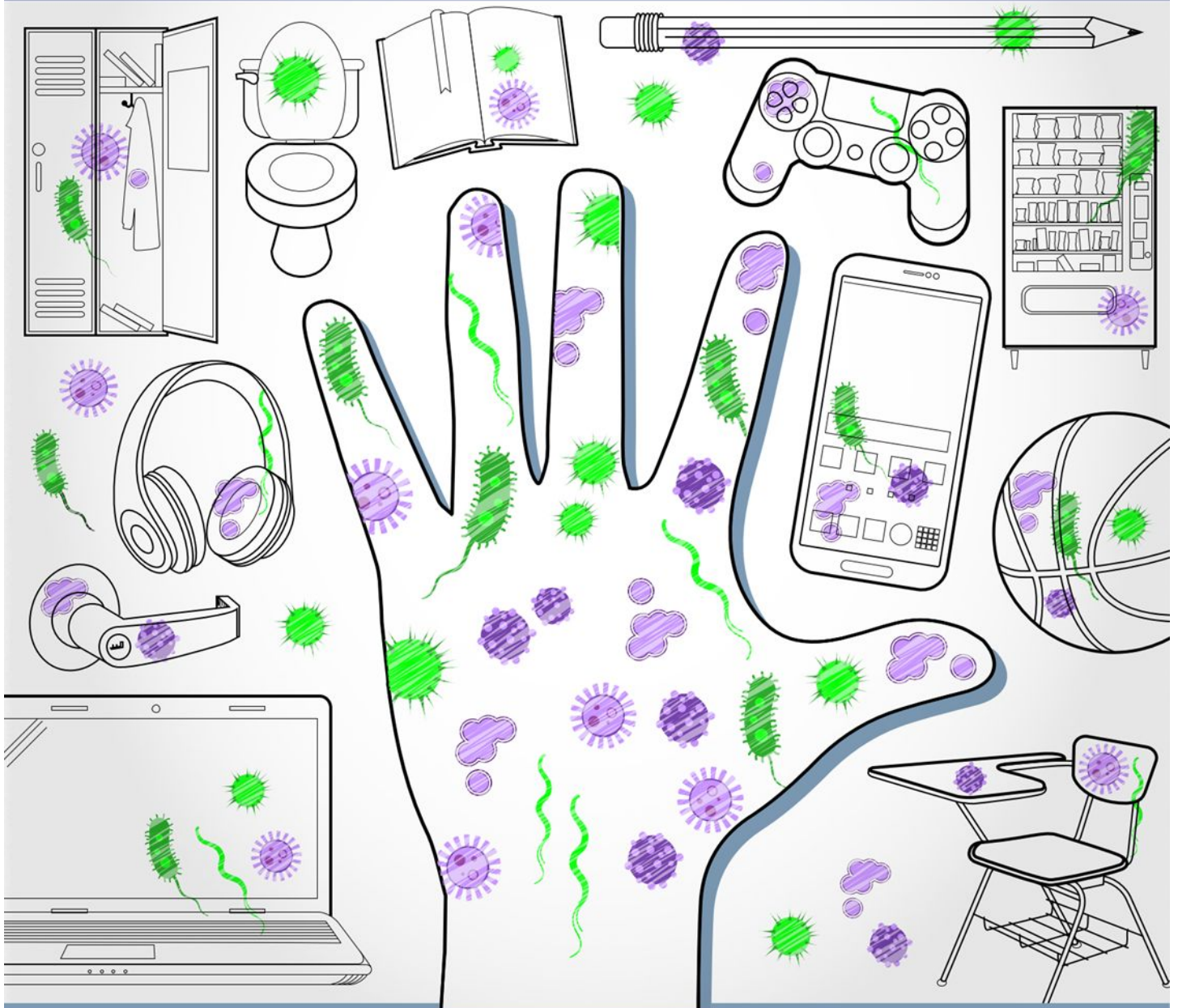
KEEP
CALM
AND
WASH
YOUR
HANDS



U.S. Department of
Health and Human Services
Centers for Disease
Control and Prevention

GERMS

are all around you.



Stay healthy.
Wash your hands.

STAY SAFE MN

Prevent the Spread of COVID-19



Wash your
hands



Get tested
when sick



Stay 6 feet
from others



Wear a
mask



Stay home
when able



Work from home
when able

WATCH FOR SYMPTOMS



Fever



Cough



Shortness
of breath



Chills



Headache



Muscle pain



Sore throat



Loss of taste
or smell

For more information, visit health.mn.gov
HOTLINE: 651-297-1304 or 1-800-657-3504

mn MINNESOTA

Minnesota Department of Health

Contact health.communications@state.mn.us to request an alternate format.

06/10/2020

In times of pain and
grief, we want to come
together. COVID-19
makes this difficult.

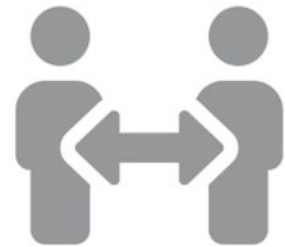
Help slow the spread



Wear a
mask



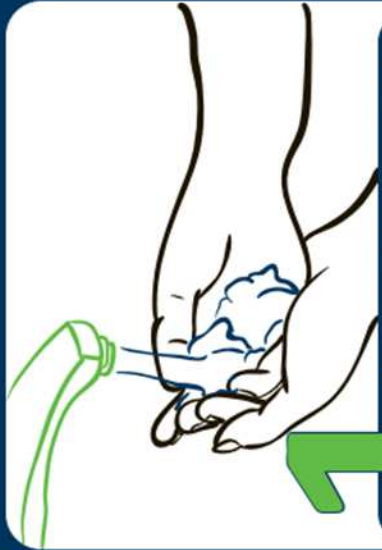
Wash or
sanitize your
hands often



Stay 6 feet
from others

mn.gov/covid19

DON'T FORGET TO WASH



WET YOUR HANDS

1



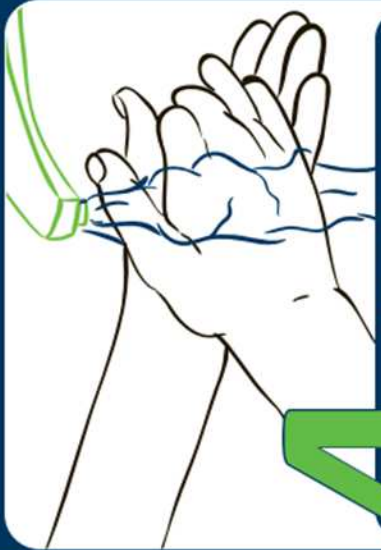
APPLY SOAP

2



WASH YOUR HANDS
for 20 seconds

3



RINSE WELL

4



DRY YOUR HANDS

5



TURN OFF WATER
with paper towel

6

mn DEPARTMENT
OF HEALTH

651-201-5414, www.health.state.mn.us

Don't forget to scrub between your fingers,
under your nails, and the top of your hands.

DON'T FEEL WELL? STAY HOME WHEN YOU ARE SICK

Tell your mom, dad, or caregiver before
you come to school. Tell your teacher or
an adult if you become sick at school



cough



Shortness of breath
or problem breathing



chills



sore throat



loss of taste
or smell



muscle pain

OTHER SYMPTOMS INCLUDE:

fever, runny nose, diarrhea, feeling nauseous
or vomiting, feeling tired, headache,
and poor appetite



cdc.gov/coronavirus

Students: Let's work together to stop the spread of COVID-19

KEEP SPACE BETWEEN YOU AND OTHERS

when outside



in the classroom



on the bus



try to skip a row if possible



cdc.gov/coronavirus

DON'T LET YOUR GERMS GO FOR A RIDE



COVER YOUR COUGHS AND SNEEZES

*with a tissue or use the inside of your elbow.
If you use a tissue, throw it in the trash, and
wash your hands right away.*

*If you can't wash your hands, ask
your teacher or another adult
for hand sanitizer*



cdc.gov/coronavirus

CLASS RULES



stay home if
you feel sick



6 FT



keep 6 ft
from others



wash your
hands with
soap and water



use hand sanitizer
if you can't wash
your hands



cough or sneeze into a
tissue or use your elbow.
clean your hands after.

OTHER CLASS RULES



cdc.gov/coronavirus














Appendix B

MDH Posters/Handouts

Is it COVID-19?

COVID-19 symptoms can include fever, cough, and shortness of breath. This may be similar to other illnesses, like the flu and common cold. Many people with COVID-19 have mild or few symptoms, and some may have no symptoms at all.

If you have symptoms of COVID-19, you should get tested. Talk to your health care provider or visit mn.gov/covid19. **For medical emergencies, such as difficulty breathing, call 911.**

	SYMPTOMS	COVID-19	FLU	COLD	ALLERGIES
	Cough	Often	Often	Sometimes	Sometimes
	Fever	Often	Often	Rarely	Never
	Body aches	Sometimes	Often	Rarely	Never
	Shortness of breath	Sometimes	Sometimes	Rarely	Rarely
	Headache	Sometimes	Often	Sometimes	Sometimes
	Fatigue	Sometimes	Often	Sometimes	Sometimes
	Sore throat	Sometimes	Sometimes	Sometimes	Sometimes
	Loss of taste or smell	Sometimes	Rarely	Rarely	Rarely
	Diarrhea	Sometimes	Rarely	Never	Never
	Chest pain or pressure	Rarely	Rarely	Never	Never
	Runny nose	Rarely	Sometimes	Often	Often
	Sneezing	Rarely	Sometimes	Often	Often
	Watery eyes	Never	Never	Never	Often

This list is not all-inclusive.



Minnesota Department of Health | health.mn.gov | 651-201-3920
Contact health.communications@state.mn.us to request an alternate format.

VISITOR AND EMPLOYEE HEALTH SCREENING CHECKLIST



CONDUCT HEALTH SCREENING EACH TIME EMPLOYEES OR VISITORS ENTER THE FACILITY.

You may also opt to conduct temperature screening if it can be done with proper social distancing, protection, and hygiene protocols. However, temperature screening is not required.

If a worker or visitor answers “Yes” to any of the screening questions, they should be advised to go home, stay away from other people, and contact their health care provider.

Have you had any of the following symptoms since your last day at work or the last time you were here that you cannot attribute to another health condition?

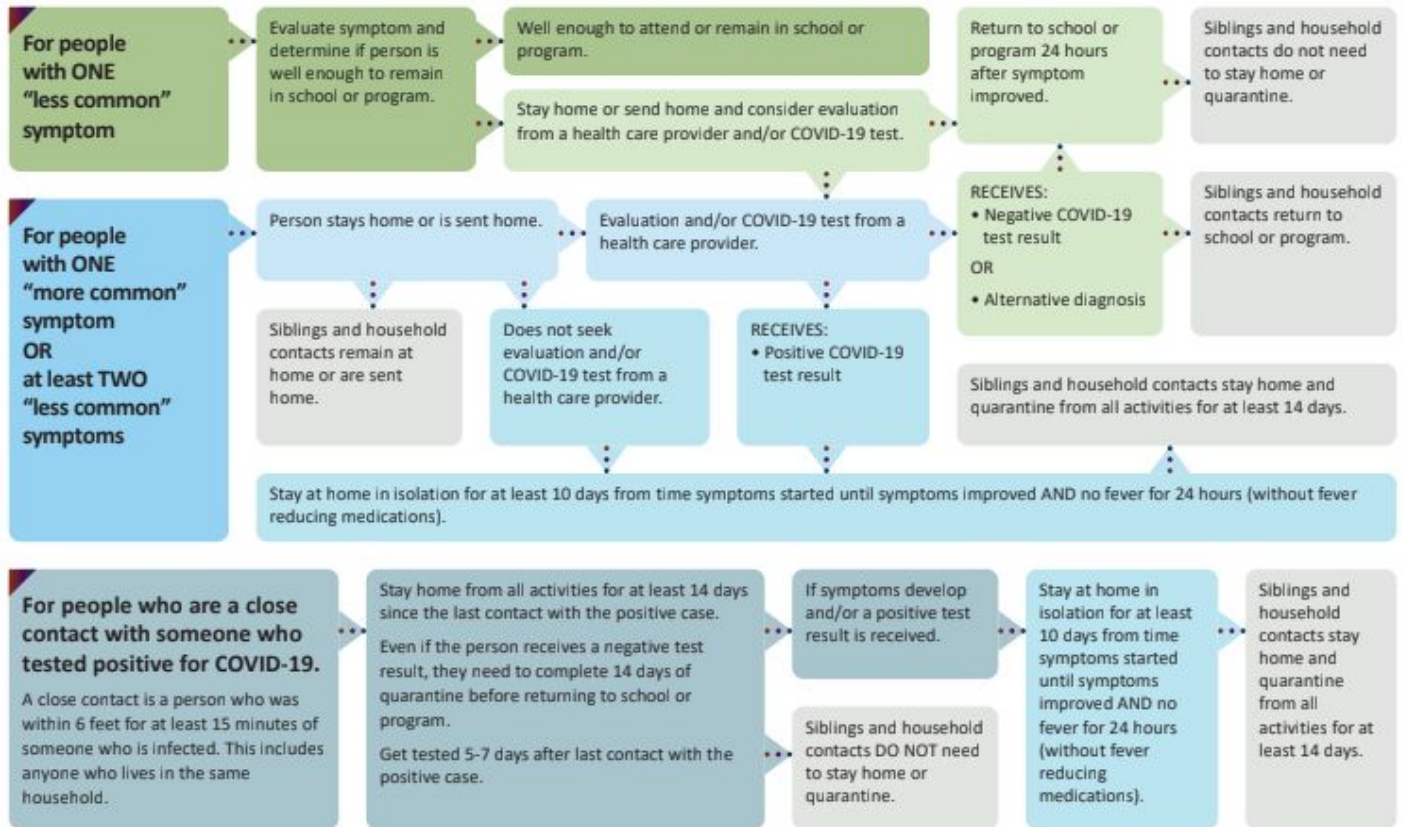
Please answer “Yes” or “No” to each question. Do you have:

- ☐ Fever or feeling feverish?
- ☐ Chills?
- ☐ A new cough?
- ☐ Shortness of breath?
- ☐ A new sore throat?
- ☐ New muscle aches?
- ☐ New headache?
- ☐ New loss of smell or taste?

COVID-19 Decision Tree for People in Schools, Youth, and Child Care Programs

Follow the appropriate path if a child, student, or staff person is experiencing the following symptoms consistent with COVID-19:

- **More common:** fever greater than or equal to 100.4°F, new onset and/or worsening cough, difficulty breathing, new loss of taste or smell.
- **Less common:** sore throat, nausea, vomiting, diarrhea, chills, muscle pain, excessive fatigue, new onset of severe headache, new onset of nasal congestion or runny nose.



Appendix A: Guide for Choosing Protective Equipment

Staff must wear a face covering and/or face shield when providing direct student support services. See the “Face coverings” section for details.

Types of Close Services	Eye Protection: Face Shield or Goggles	N95	Medical/Surgical Disposable Mask	Disposable Gloves (non-latex)	Disposable Gowns, Smock, Other Body Coverings
Activities such as special education assessments and early childhood and vision/hearing screenings.	Optional if unable to tolerate face covering	Not required	Not required	Required, if sharing materials	Not required
Transportation-related support (e.g., buckling/unbuckling, wheelchair lockdown).	Optional if unable to tolerate face covering	Not required	Not required	Required	Not required
Activities such as instruction, therapy, related services, and crisis/behavior response.	Optional if unable to tolerate face covering or if risk of splash	Not required	Not required	Required, if sharing materials	Optional
Speech therapy and articulation therapy services.	Required	Not required	Not required	Required, if sharing materials	Not required
Personal care (e.g., diapering, toileting, oral and G-tube feeding) that could expose staff to student's bodily fluids.	Optional	Not required	Not required	Required	Optional
Direct care (e.g., first aid, medications, diabetes care) and monitoring of students unrelated to illness.	Optional	Not required	Not required	Required	Not required
Direct care and monitoring of staff/students for symptoms of illness in the health office.	Required	Not required	Required	Required	Required
Nebulization treatments, peak flow meter monitoring, oral/nasal suctioning, or closed trach system suctioning. Includes staff cleaning the room after these procedures.	Required	Optional	Required	Required	Required
Performing or are present during aerosol-generating procedures, including open trach suctioning and trach cares. Includes staff cleaning the room after these procedures.	Required	Required	Not required	Required	Required

Note: This resource is not intended to be exhaustive; schools and programs should evaluate additional scenarios based on type of service being provided and associated infection risks while taking into account an individual assessment of student/staff health considerations.

Appendix C

Purchasing List and Plan Audit

Table 1: Items Needing to be Purchased to Accomplish Plan

Item and Vendor	Quantity	Person Responsible	Date Ordered	Date Received
Whiteboard easels - Amazon	1	RR	7/24/20	7/31/20
Floor Directional Stickers - Amazon	30	RR	7/24/20	7/29/20
Face Shields - Child	50	RR	7/24/20	7/30/20
Face Shields - Adult	20	RR	7/24/20	7/30/20
Masks - Disposable	1000	RR	7/24/20	7/30/20
Face Protector - Adult	7	RR	7/24/20	7/30/20
Masks - Adult window	30	RR	7/24/20	8/3/20
Face Shields w/Goggles	10	RR	7/24/20	7/30/20
Masks - Child	70	RR	7/24/20	7/30/20
Forehead Thermometers	5	RR	7/1/20	7/6/20
Masks-large white from FEMA	1000	Amanda H	Donated	7/20
Masks-children sized	100+	Esther	Donated	8/20
Masks-Wincraft (washable)	1500	RR		
Arnolds				
Touch free sanitizer stands	3	HS/AR		
sanitizing wipes	quadrap	HS/AR		
E22				
spray bottles				
Ecolab				
Smartpower sink & surface sanitizer		Cindy/Andy		
TB disinfectant cleaner (replace E22)		Cindy/Andy		
State procurement SE Coop, Rochester (Region 10)		HS	8/4/20	Pick up before Labor Day?
mask-cloth youth size K-3	103			
mask-cloth adult size gr 4+	186			
mask-student disposable	657			
face shields-staff	54			

Table 2: Plan Audit

COMMUNICATION	Date Completed
Posters are present at all handwashing sinks	
Posters are present on all entry doors	
Posters are present at entries notifying people of the screening methods	
Template messaging is complete for school cancellations	
Template messaging is complete to provide a summary of the Restart Blueprint	

TRAINING	Date Completed
Maintenance/custodial staff received training	
Transportation staff received training	
All other staff received training	
Parents and guardians were provided with educational materials	

SCREENINGS	Date Completed
Screening stations are present with: a barrier, gloves, face covering, thermometers and wipes.	
Stations are	
All other staff received training	
Parents and guardians were provided with educational materials	

COMMUNITY EXPECTATIONS	Date Completed
Hand sanitizer is present on all desks	
Face covering options are available for all staff members with instructions on how to clean	
Barriers are present on administrative desks	
Signs are present to instruct parents and guardians to have pickup and drop-off take place outdoors	

SPACE CONSIDERATIONS	Date Completed
Business Classroom: Keyboard covers are present, disinfecting products are present for the instructor and tags are present on computers noting the clean vs. used computers	
Library: Bags are ready for students for books to be placed and a bin is present for used books	
Technology: Wipes are present by copier machines, a poster reminding people to clean the copy machine after use and cleaning solution bottles are ready to be distributed to houses to clean chrome books	
Gymnasium: Bin is present in the gym to collect used equipment needing to be cleaned and disinfecting products are present for the instructor	
Hallways: Floor markings are present	
Classrooms: Rooms do not have excess items, rooms do not have rugs present, floor markings are present on the floor to mark desk placement and tables have been replaced with desks	
Drinking Fountains: Fountains are shut down	

Cafeteria: Cafeteria has supplies necessary to pre-package meals	
Nurse's Room: Isolation room has been set-up in the nurse's office	
High School Commons Area: Tables are spaced apart with one chair at each table	
Industrial Art Room: Disinfecting wipes are present	
Art Room: Disinfecting wipes are present	

CLEANING	<i>Date Completed</i>
Staff has Dalco 128 present	
Container is labeled	
Safety Data Sheet is available	
Staff have received training	
High touch audit has been laminated and provided to cleaning staff	
Staff have chemical resistant gloves available	

Appendix D

OSHA Voluntary Respirator User Form

Respiratory Protection

VOLUNTARY USER INFORMATION

Employees whose job duties, positions, or work environments require respiratory protection as determined by the District are fully covered under the Respiratory Protection Program. Some of our employees use respirators on a voluntary basis as an additional level of comfort and protection in different work environments. OSHA requires employers to give voluntary respirator users information provided in Appendix D of 29 CFR 1910.134. Appendix D states the following:

Appendix D to Sec. 1910.134 (Mandatory)

Information for Employees Using Respirators When Not Required Under the Standard

Respirators are an effective method of protection against designated hazards when properly selected and worn. Respirator use is encouraged, even when exposures are below the exposure limit, to provide an additional level of comfort and protection for workers. However, if a respirator is used improperly or not kept clean, the respirator itself can become a hazard to the worker. Sometimes, workers may wear respirators to avoid exposures to hazards, even if the amount of hazardous substance does not exceed the limits set by OSHA standards. If your employer provides respirators for your voluntary use, or if you provide your own respirator, you need to take certain precautions to be sure that the respirator itself does not present a hazard.

You should do the following:

1. Read and heed all instructions provided by the manufacturer on use, maintenance, cleaning and care, and warnings regarding the respirator's limitations.
2. Choose a respirator certified for use to protect against the contaminant of concern. NIOSH, the National Institute for Occupational Safety and Health of the U.S. Department of Health and Human Services, certifies respirators. A label or statement of certification should appear on the respirator or respirator packaging. It will tell you what the respirator is designed for and how much it will protect you.
3. Do not wear your respirator into atmospheres containing contaminants for which your respirator is not designed to protect against. For example, a respirator designed to filter dust particles will not protect you against gases, vapors, or very small particles of fumes or smoke.
4. Keep track of your respirator so that you do not mistakenly use someone else's respirator.

[63 FR 1152, Jan. 8, 1998; 63 FR 20098, April 23, 1998]

By signing this document, you state that you understand why this information is being provided to you, know where respiratory protection related safety records are maintained, and will abide by the parameters listed in Appendix D.

Print Name

Signature

Job Title

Date

Appendix E

Template Messages

(In Shared Google Admin folder)

Appendix F

Employee Rights and Protections

[FFCRA Policy](#)